DOCUMENT RESUME

ED 111 045 95 CS 501 114

AUTHOR	McBath, James H.; Burhans, David T., Jr.
TITLE	Communication Education for Careers.
INSTITUTION	ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; Speech Communication Association, Falls Church, Va.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group.
PUB DATE	75
CONTRACT	NEC-400-75-0029
NOTE	150p.
AVAILABLE FROM	Speech Communication Association, 5205 Leesburg Pike, Falls Church, Virginia 22041 ($4.50 non-members, $3.95 members)
EDRS PRICE	MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS	*Career Education; *Career Planning; Communication (Thought Transfer); Curriculum Design; *Employment Opportunities; Futures (of Society); Higher Education; Internship Programs; *Speech Curriculum; *Speech Education; State of the Art Reviews; Teacher Education Curriculum

ABSTRACT

Speech education curriculums have been concerned primarily with teacher education. Now, speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. There is no fundamental incompatibility between liberal education and career education, and both are essential in a complex technological society. Some of the vocational areas which speech communication graduates have entered are public relations and advertising, personnel, business, industry, government, law enforcement, entertainment, social services, sales, and the ministry. Thus, there is a continuing need for persons competent in communications skills in many vocations. Career counseling, mini-minors in vocational fields, and internships in career relevant areas are ways of preparing communication majors for employment. Ways for colleges to develop and implement a career-oriented approach to communication education are explored. (MKM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Communication Education for Careers

James H. McBath
David T. Burhans, Jr.

University of Southern California, Los Angeles

Speech Communication Association Publications Board David Mortensen, University of Wisconsin, Madison, *Chairman* / Carroll Arnold, Pennsylvania State University / Rita C. Naremore, Indiana University, Bloomington / Russel R. Windes, Queens College, New York / William Work, Executive Secretary, Speech Communication Association

Library of Congress Catalog Card Number LC 75-16791
Published August 1975

ERIC Clearinghouse on Reading and Communication Skills
1111 Kenyon Road, Urbana, Illinois 61801

Speech Communication Association
5205 Leesburg Pike, Falls Church, Virginia 22041

Printed in the United States of America

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the Speech Communication Association for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the Speech Communication Association or the National Institute of Education.

Contents

Foreword vii
Preface ix

Introduction 1
Contexts for Speech Communication Planning 3
Status of Career Communication Education 20
Non-Academic Career Applications of Communication Education 41
Developing a Career-Oriented Approach to Communication Education 77
Extending Opportunities for Career Communication 104

Appendixes

A. Symposium: Advanced Study in Communication 115
B. Youth and the Meaning of Work 116
C. What People Do with an Education in Communication Studies 117
D. Cooperative Education Evaluation 120
E. Educational Publications 123
F. Non-Academic Publications 128
G. A Survey Investigation of Trends and Issues in Speech Communication Ph.D. Programs 133
Selected Annotated Bibliography 135

Foreword

The decade of the seventies has been characterized by attempts of educators to prepare students for specific careers and for coping with the problems of rapid changes in contemporary society. Within the Educational Resources Information Center (ERIC), one can find many research reports and other papers relevant to communication education in career contexts. However, in accordance with the directive from the National Institute of Education (NIE) that the clearinghouses provide teachers with opportunities for knowledge utilization beyond that provided by the ERIC documents, *Communication Education for Careers* has been produced as a state-of-the-art paper. Following the ERIC procedures for producing such papers, the authors, as recognized authorities on the topic of communication in career contexts, were commissioned to analyze and synthesize relevant information within and beyond the ERIC system. The paper is one of several published by the Speech Communication Association under the auspices of the ERIC Clearinghouse on Reading and Communication Skills.

Shrinking numbers of opportunities for employment have forced many professionals to look at alternatives to traditional careers for their graduates. Speech communication educators are faced not only with the pressures of decreasing opportunities for their majors in the traditional academic marketplace, but also with the challenges of newly emerging possibilities for career roles. Recent indications that factors of job selection, success, and satisfaction appear related to communication factors have strong implications for applications of communication education. Also, because the curricular content for communication majors is highly process-oriented, graduates may be uniquely qualified in "mediating" among the disciplines and in helping information "consumers" see their interrelationships.

It is evident from the conclusions of McBath and Burhans that communication education curricula can be widely adapted to the needs of majors and non-majors in career education contexts. Furthermore, the authors' comprehensive summary and analysis of factors influencing employment and their projections for career alternatives are critical reading for secondary and post-secondary teachers of speech and English, administrators in the humanities and social sciences, school counselors, school board members, employers in business and industry, communication students on the undergraduate and graduate levels—in short, all those concerned with the current role and potential role of communication in non-academic careers.

Barbara Lieb-Brilhart
Associate Director, ERIC/RCS

Bernard O'Donnell
Director, ERIC/RCS

Preface

Career education is among the most widely and vigorously discussed concepts in higher education today. This book extends the discussion to the field of human communication. We have attempted to assess career potentials of communication education, to identify factors that inhibit and promote such education, and to suggest strategies for career planning in our field.

We appreciate the efforts of those people who facilitated this work. Patrick Kennicott, SCA Associate Executive Secretary for Research, encouraged us to undertake the project. Barbara Lieb-Brilhart, SCA Associate Executive Secretary for Education, saw the book to completion. David Schuelke, University of Minnesota, and John Smith, State University of New York, Oswego, provided helpful suggestions about the manuscript. Linda Reed, ERIC/RCS Coordinator of Publications, expertly guided the transformation of manuscript to print. Finally, we acknowledge the contribution made by students and guest consultants in our 1974 summer symposium, Advanced Study in Communication, as they argued and tested many of the ideas expressed here.

In the long run, the effectiveness of this book will be measured by the uses made of it. We would apply the same test to the speech communication field itself. As you will see, we believe that the university is not just a storehouse of ideas but an active agency contributing to the world around it. When intellectually valid knowledge and skills are created, they should not be sequestered; rather they should be disseminated for society's benefit.

James H. McBath
David T. Burhans, Jr.

Introduction

Each year departments named "Speech," "Speech Communication," "Communication Arts and Sciences," or simply "Communication" award degrees to many thousands of undergraduate majors and to graduate majors numbering more than 3000. Today, as we move from the "age of technology" to the "age of communication," this body of graduates should continue to grow. Just as the production of graduates has expanded over the past half-century, so have the parameters of the speech communication field. The current departmental masthead of the writers probably is typical of most large speech communication departments:

> The primary aim of the department is to advance the discovery and application of humanistic, behavioral, and linguistic knowledge of human symbolic interaction. Communication is examined in its various forms, verbal and nonverbal; as it occurs in all media—conference, platform, print, radio, film, television—and institutions; as it is affected by cultural context; and for its influence in the course and quality of public policy and societal change.

This paper will urge that the speech communication field should be concerned with expanding and improving the uses of human communication knowledge. Our view proceeds from a series of related assumptions. First, an academic field needs, from time to time, to check its points of social reference. Periodic stock taking seems especially appropriate for a field concerned with a central aspect of social behavior, such as communication. Second, our field, or any field, has a responsibility to enhance the career alternatives and professional opportunities for its graduates. A generative academic study ought demonstrably to add something to the capabilities of the student. Third, a viable field needs to identify the forces that will help shape the society in which it functions. This knowledge of trends is not so a field can learn how to bend the latest wind or mount the most recent bandwagon, but rather so it can respond to and even help shape the future. Indeed, in the case of speech communication, it is hardly possible to improve the conditions and quality of symbolic interaction unless we know the contexts within which interaction will occur. And, finally, the paper stresses that our planning for the 1980s should now be underway. "The future," remarked Daniel Bell, "is not an overarching leap into the distance; it begins in the present."

It is difficult for an academic field to survive, let alone prosper, unless in some measure it satisfies student expectations. At times the student expectation may be for information, ideas, and skills that make the student a more intelligent or better adjusted human being. At other times the anticipation may be for useable knowledge that will increase the likelihood of better employment. Graduate students are particularly motivated by career objectives, but nearly all students to some degree have income or career expectations from their college education.

Today, the field of speech communication prepares most of its graduates as classroom teachers. Ultimately, we will suggest the need for consideration of career alternatives to teaching if speech communication is to withstand the social and economic pressures (common to all fields) in the decade ahead. But it should be made clear that the same case would be made if these pressures were not present and compelling. First, a dynamic field must always scout opportunities for its advancement. Second, concentration upon any single task (such as teacher preparation) limits the scope of potential influence and benefit of a field.

Contexts for Speech Communication Planning

Sound educational planning requires pointed reference to context. The future contours of the speech communication field will be shaped by factors and trends which will affect the content and direction of all fields of higher education. In *Priorities for Action,* the final report of a study conducted by the Carnegie Commission, the Commission reached the following ominous conclusion:

> Higher education has been a growth segment of American society since 1636. It is no longer. This new stage of development comes as a great shock, a great change of life, and creates many new problems. It marks a first descent into a strange world where future prospects are no longer thought to be limitless.[1]

The projections in table 1, which show patterns in educational supply and demand, suggest that the historic tenet of unlimited expansion will be invalidated within the next few years.

While the Golden Age of inevitable expansion is past, there are significant changes in the face of higher education that have implications for instructional planning. The evolving patterns expressed in table 2 show more women enrolling in degree programs, nondegree students attending colleges and universities in increasing numbers, community colleges growing faster than four-year institutions, and costs mounting at all levels of instruction.

The supply of college graduates may exceed the demand for college-educated workers by 10 percent between 1980 and 1985. Current projections show a fairly close balance between supply and demand between now and 1980, with about one percent more college graduates than jobs requiring college graduates. Put another way, American colleges and universities are expected to produce twice as many graduates in the thirteen years following 1972 as they did during the preceding thirteen years, but the number of jobs requiring a college degree is not expected to double. In rounded-off figures, here are the projections:

> Between 1972 and 1980, about 8.8 million graduates will enter the job market, competing for 8.7 million job openings.
>
> Between 1980 and 1985, there will be 6.5 million graduates and 5.8 million job openings.
>
> Only 1.5 million of the projected job openings for college graduates between 1980 and 1985 are expected to result from the growth of occupations currently filled by college graduates. The largest share of openings during that period—about 3 million—would be for replacement. The remaining 1.7 million openings would be the result of educational upgrading (i.e., hiring college graduates for jobs traditionally held by less-educated workers.)[4]

At both undergraduate and graduate levels, most prospects are dim for the foreseeable future. The Carnegie Commission estimates that only 20 percent of all jobs require an education beyond high school.[5] Yet today, more than one-third of the 18–21 age group is in college at any one moment in time, and one-half attends college at some point.

For the graduate population in fields whose degree-holders normally seek academic employment, the prospect is disappointing. Allan Cartter's projections show that through 1987 a constantly shrinking fraction of Ph.D.'s awarded will be needed to staff colleges and universities: "The overall long-term trend seems unmistakable; after 1975 the academic labor market is likely to experience a surplus of available job seekers greater than it has ever experienced in the past, unless there are dramatic and unforeseen changes in either the supply of or demand for professorial talent."[6] This general pattern will have differential effects on fields of study: "A slowing down in the rate of growth of higher education can be expected to have a particularly devastating impact upon those fields of study where traditionally most doctorates have sought academic employment."[7]

In most humanities fields, between 85 and 95 percent of all Ph.D.'s enter college teaching; the percentage is about 70 percent in social sciences, compared with 50 percent in life sciences and 35 percent in physical sciences. The National Research Council figures on 1972 doctorates reporting first jobs in colleges and universities differ only slightly from Cartter's estimates: physical sciences, 41.4 percent; engineering, 28.7 percent; mathematics, 74.2

Table 1. 20-Year Trends in Higher Education[2]

	1962-63	*1966-67*	*1970-71*	*1974-75*	*1978-79*	*1982-83*
High School Graduates	1,950,000	2,679,000	2,943,000	3,162,000	3,139,000	2,835,000
College and University Enrollments						
Degree Credit	4,174,936	5,928,000	7,920,149	8,491,000	9,069,000	8,927,000
Non-Degree Credit	229,000	462,000	660,738	1,077,000	1,337,000	1,489,000
Degrees Awarded						
Bachelor's	416,421	558,075	839,730	950,000	990,000	999,000
Master's	95,470	157,707	230,509	274,000	313,000	337,700
Doctor's	12,822	20,617	32,107	41,000	47,700	52,200
Instructional Staff (Instructor or above)	265,000	361,000	472,000	506,000	542,000	536,000

Table 2. Major Trends in Education[3]

The school-age population is either increasing less rapidly or declining.

	Percent Change	
	1962 to 1972	1972 to 1982
Elementary age (5-13)	3.0	−11.0
Secondary age (14-17)	28.1	−13.8
Higher education undergraduate age (18-21)	41.0	6.4

The high school graduation rate is increasing.

	Graduates as percent of 18-year-olds
1962-63	67.8
1972-73	75.2
1982-83	76.8

The proportion of women enrolled in degree credit courses is increasing.

	Women as a percent of degree credit enrollment
1962	38.0
1972	43.1
1982	45.7

Degree credit enrollment in 2-year institutions is growing faster than in 4-year institutions.

	Degree credit students in 2-year institutions as percent of all degree credit students
1962	14.1
1972	21.7
1982	25.1

Non-degree credit students are making up an increasing percentage of all students in institutions of higher education.

	Non-degree credit enrollment as a percent of total enrollment
1962	5.2
1972	10.3
1982	14.3

The cost of educating college students is increasing.

	Current expenditures per full-time equivalent student for student education (1972-73 dollars)		
	All institutions	Publicly controlled institutions	Privately controlled institutions
1962-63	$1,807	$1,699	$1,984
1972-73	2,508	2,319	3,070
1982-83	3,271	2,985	4,206

percent; life sciences, 54.2 percent; social sciences, 63.6 percent; arts and humanities, 84.4 percent. The overall total is 56.3 percent.[8]

Although precise information is lacking on the proportion of speech communication Ph.D.'s that seeks academic employment, we would estimate it to be between 80 and 90 percent. A comprehensive survey sponsored by the Association of Departments and Administrators in Speech Communication will yield this information and will describe other dimensions of the field. But a fair statement might be: the single most important occupational goal of former and current speech communication majors, undergraduate and graduate, is academic employment.

Anticipations about the Future

Most of today's freshman students will graduate between 1979 and 1982, reaching their peak of productivity in the late 1990s and early 2000s. It seems reasonable that current academic programs should be oriented toward our most likely anticipations of the environments which these individuals will encounter during that period.

The forecast below may be viewed as a conception of the most likely map of the future environment in which academic fields must operate. Specific items are drawn from articles appearing in nineteen publications monitored since 1972: *New York Times, Harvard Educational Review, Science, Newsweek, Vital Speeches of the Day, AAUP Bulletin, Journal of Higher Education, Change, Chronicle of Higher Education, Saturday Review, World, Intellectual Digest, College Management, AAUW Journal, Fortune, Time, The Futurist, Wall Street Journal,* and *New Republic.* Generalizations about short-term trends fall within the limits of extrapolative forecasting. None or all may occur; but they represent what opinion leaders and policy makers currently believe will happen. From a master list of 52 forecast items, we have selected 18 that appear to hold greatest cogency for speech communication futures.

Educational Developments

1. Movement toward "external degrees," "open universities," "life-long learning," schools that stay open year-round; change in public attitudes toward vocational education.
2. Emergence of automated libraries, on-line interactive information systems; advances in educational technology.
3. Increasing financial problems in education; leveling off of enrollment in conventional programs; search for ways to increase productivity, decrease costs, increase revenue.

4. Expected oversupply of Ph.D.'s in 1970s and 1980s . . . major impact in teaching.
5. Increasing sensitivity of colleges, universities to community social, economic, crime, and transportation problems, etc.

Social-Cultural Developments

6. Increasing questioning of values, ends, means, and institutions of technoeconomic society.
7. Increasing focus on development of synthetic, integrative skills; need for "professional generalists" in business and government.
8. Increasing power of technological elite; demands for social control of science-technology.
9. Increasing worker leisure time; implications for higher education, life-long learning; increasing concern for the aged.
10. The problems of urban growth, the rush to the suburbs; transportation-communication tradeoffs.

International and Domestic Political Developments

11. Increasing transnationalism in developed countries (world citizens), increased nationalism in less developed countries.
12. Increasing role of multinational governmental organizations with reference to global environment, technological problems.
13. Maturing perspective on environmental problems; increased government spending for research, pollution control; development of citizens' lobbies and watchdog groups.
14. Continuing information, communications revolution leading to fundamental changes in domestic and world politics.

Economic-Business Developments

15. Increasing demand for and use of consultants in government and industry; greater emphasis on external (socio-economic) factors in corporate planning.
16. Increasing percentage of women in labor forces, professions, with number of college graduates increasing faster than openings requiring their training.
17. Increasing accounting of "social costs" of production; more governmental control to insure consumer, environmental protection.
18. Increasing concern to identify factors limiting productivity; innovative experiments in management methods and organizational structure.

Anticipations for Speech Communication

From this list of generalized anticipations, four seem to hold the greatest cogency for speech communication careers planning:

1. *Significant changes will occur in where and how people live.* Our population is expected to increase from 208 million to 300 million by the year 2000. Anticipated consequences of growth are overwhelming recreational demand, greatly increased pressure on food supplies and prices, hastened depletion of resources, worsening of environmental pollution, and expansion of metropolitan areas.[9] Some 75 percent of Americans will live in major metropolitan areas concentrated along the Atlantic Seaboard, along the lower Great Lakes, in the West from San Diego to San Francisco, and on Florida's east coast from Miami north. By the year 2000 the Atlantic Seaboard and the lower Great Lakes region may have merged into a single metropolitan belt. With this concentration "the city of Man is becoming inhuman," thinks one urban planner.

The impact of continued urbanization on life and the economy has generated serious proposals for substituting communications for transportation:

> This substitution can take place at various levels, ranging from intercity trips to commuting to work. It could result in changes ranging from decentralizing information handling operations to everyone in the firm working at home.
>
> In the past, large cities have tended to sprawl as improved transportation became available. Population pressures created ever-increasing transportation demands. We now seem to be nearing the point of diminishing returns in attempting to improve transportation because of limits on energy, material, and land availability for transportation. The prospects for using communications to overcome the limits to growth imposed by transportation appear high.[10]

The world of work will be modified greatly. A guaranteed minimum income and cradle-to-grave medical care are likely to be enacted. The work week may be reduced to about 32 hours. There are fears that automation may displace as much as 25 percent of the work force by 1980. The percentage of the labor force consisting of women will rise from the present 38 percent to about 46 percent. The population growth rate will continue to drop.

A Delphi panel of 62 manpower experts, drawn from universities and government, made these predictions:

Event	*Percent of Experts Who Agree Event Will Occur by 1980*
The ratio of blue collar to white collar workers (now about .75) will decrease to .60	90%

The percent of the population in nonmetropolitan areas (now 37%) will decline to 30%	70%
The average scheduled work week will have been reduced to 32 hours from the current 37.5 hours	72%
The average age at retirement will be around 60 years	92%
The percent of the population over 25 with at least a high school degree will increase from 54% to 70%	66%
The percent of the population 25 and over with at least a college degree will increase from 11% to 20%	53%
The percentage of the federal budget devoted to manpower problems will at least double	88%[11]

2. *The purposes and structures of higher education will undergo modification.* The mounting cost of education may necessitate fewer and stronger disciplines within the university or the merging of disciplines into other administrative units. Planning policies will be adopted to allocate available funds to favor certain disciplines at the expense of others. Moreover, curricula will reflect a changing knowledge base, with increased emphasis on interdisciplinary and transdisciplinary patterns. Traditional boundaries will be modified to accommodate an easier flow of knowledge among fields. These revisions will be fueled by belief that students should be prepared to make decisions which demand a continuous functional integration of knowledge from several disciplines. (Cost-benefits of eroding department lines will insure the interest of central administration.)

At the same time, there will be a tendency toward career-centered education. Changing student attitudes about outcomes of college education, a growing interest in defining "career" in terms of lifespan, and the diminishing market for teachers promote this trend. Traditional liberal arts programs are beginning to incorporate practical and specialized training (e.g., "Editorial Procedures" is a new course offered at the University of Texas English Department for students who want to go into editing as a profession). The "new focus on practicality," observed Malcolm G. Scully, "has become the most notable trend among college students of the 1970s."[12] Viable academic fields are expanding undergraduate service offerings, exploring linkages with other programs and departments in the university, and considering a variety of external programs, some of which may be degree-oriented.

In its October 1971 interim report, the Carnegie Commission considered a number of topics concerning the future of higher education:

> The next three decades are likely to be a period of substantial innovation and change in the organization and structure of higher education. . . . Along with the continuation of recent trends, we anticipate a new type of development as perhaps the predominant characteristic of the last three decades of the present century—a movement away from participation in formal institutional higher education in the years immediately following high school toward a more free-flowing pattern of participation spread over a broader span of years. . . . This changing pattern of participation in higher education should . . . be encouraged by changes in degree structure; by changes in employer selection policies; and by the development of open universities, external degree systems, and other innovations designed to stimulate a more flexible pattern of higher education experience.[13]

In building upon the Carnegie projections, Michael Marien posits six basic futures for higher education in the 1980s:

1. The Extended Campus System. This system is essentially an extrapolation of the present system and assumes the nonfulfillment of many of the promises of technologists and reformers. The alternative presupposes that open campuses, instructional technologies, credit-by-examination, and external degree programs do not develop at the anticipated rate. On the other hand, new junior colleges and state four-year institutions are created to accommodate the numbers and varieties of degree seekers.

2. The Extended Credit System. This prospect does not entail the development of additional campuses but, instead, envisages the conversion of some present colleges into learning-technology centers. The system, based on widespread utilization of television and computers, features external degrees through both credit and diplomas by examination. Networks of electronic universities would take the place of traditional campuses.

3. The Variegated Extended Credit System. This system is similar to number 2 above but promotes the full range of learning modes and organizing frameworks, with particular emphasis on independent learning. A full spectrum of program, course, and credit options is available, including interdisciplinary options offering credit by examination.

4. The Learner-Centered System. This alternative includes number 3 above but is based upon credit-free learning. Credits and credentials are available only for purposes of occupational entry or upgrading. Learning for its own sake is the goal.
5. The Diminished Campus. This condition could occur through success of any one or a combination of alternatives 2, 3, and 4 above. The prospect would present itself if campuses were unable to justify full campus utilization on a cost-benefit basis or if students and faculty opted for the preceding three alternatives.
6. The Empty Campus. The most likely cause of the condition would be development of a "deschooled society," an educational revolution of the sort suggested by Ivan Illich (*De-Schooling Society*, 1971) and Everett Reimer (*School is Dead*, 1971). This radical alternative proposes the abandonment of schools, tests, and degrees for an egalitarian society offering lifetime access to international learning resources.[14]

Marien's purpose in describing the six situations is to outline the range of possible permutations in institutional forms and patterns. The potential scenarios for higher education are offered as an addendum to the Carnegie paper, *New Students and New Places*, which suggests 60–70 new comprehensive colleges in metropolitan areas and 80–120 new community colleges. Marien urges that the Carnegie projection is but an extension of the *status quo*, and, while it suggests one possibility, there are others to be considered and evaluated.

3. *Graduate education will accept a more pronounced societal orientation.* Recommendations of the Carnegie Commission have been widely publicized and discussed; some already have been implemented, while others are under study. The pervading philosophy of the Carnegie recommendations, that higher education should be allied to the welfare of society, is echoed in the recommendations of other major educational commissions—the Newman Task Force, the National Board on Graduate Education, and the Panel on Alternate Approaches to Graduate Education. It is a common observation that reports of national advisory bodies often presage academic decisions that affect all fields of study.

Of all the groups, the Panel on Alternate Approaches to Graduate Education most forcefully stated the case for matching the philosophy and content of graduate education with society's needs and interests. The Panel, chaired by J. Boyd Page, was formed in the fall of 1971 by the Executive Committee of the Council of Graduate Schools in the United States and the Graduate Record

Examinations Board. Its report, *Scholarship for Society*,[15] propounding a philosophy of engagement, calls for increased commitments to research that will help close the gap between knowledge and society. Years of study, argues the Panel, should not be years of isolation; rather, they should be a time of active engagement with peers in undertakings that have immediate and visible consequences for the quality of the surrounding life. Much graduate education is needlessly overcommitted to structures and attitudinal "fixes" that intensify feelings of disengagement, of remoteness from community, and of disbelief in the social uses of knowledge and imagination.

The Panel identified eight problem areas, producing 26 recommendations for coping with the problems in graduate education. Three areas and key recommendations with special relevance to this paper are cited in the following summary:

1. Non-academic experience as a resource for learning and teaching. This topic speaks to the knowledge that could be contributed by "successful achievers in business and government" who "possess gifts and experiences that could be of immense influence in redirecting academic energies toward the servicing of special needs."

   > Graduate departments should develop nondegree learning sequences to supplement regular degree programs, and should propose admissions mechanisms that would permit mature professionals to reenter graduate education, in a second or new vocational area, on a special basis.
   >
   > Graduate departments should develop ongoing, technical consultative panels composed of successful nonuniversity-based doers in fields allied to the disciplines; these panels should meet regularly with the instructional staff for the purpose of providing suggestions concerning curricula, evaluative criteria—all matters related to advanced training.
   >
   > Experts possessing career achievements in problem-solving should be appointed to graduate faculties, whether or not they can present the usual academic qualifications.

2. Alienation in the student-faculty community. Graduate study often resembles a "chamber of alienation," with limited access outside the academy. Besides providing a perspective on knowledge and values that prevail in general society, the outside experience can reveal the problems of community life on which the student's knowledge has bearing.

   > In every discipline, and especially at the Ph.D. level, graduate training should include, for all candidates who do not already possess such experience, a deliberate and significant component of discipline-related work outside the university walls.
   >
   > In every discipline joint, elected, student-faculty committees should be

created for the purpose of maintaining a dialogue on matters of common interest, including requirements for the degree and decisions about departmental research emphases and budget priorities.

3. Toward a new conception of subject matter. Disciplines often become bound up by convention, traditional forms, and revered research preoccupations. Every discipline needs periodically to inquire if changed circumstances do not call for fresh formulations of aims and directions. A regular stock taking should be done every three to five years by discipline-based seminars on essential subject matter.

   The function of these seminars should be to examine prevailing methodologies of teaching, to probe neglected areas of social reference and the border points of the discipline as they are presently understood. In addition to graduate faculty and students, participants in the seminar should include experts from outside the university, prospective employers of degree candidates within the program of study, and selected members of the technical panels for the discipline.

   Professional associations, particularly in the humanities, should periodically appoint blue-ribbon committees of inquiry charged with the task of scrutinizing current academic understandings of the social uses and provenance of the major disciplines. These committees should be composed of outstanding scholars and of professionals functioning inside *and* outside the academy.

4. *Communications technologies will have profound social and educational consequences, with the former occurring first.* "The computer and communications revolution," thinks futures researcher Olaf Helmer, "will exert an even greater influence on our society than the industrial revolution did."[16] The following developments in communications technology are likely to occur by 1980:

1. Extension of coaxial cables to connect urban distances.
2. Satellite systems for intercity and intercontinental distances.
3. Greatly increased power of data processing, approaching zero-cost digital logic and memory.
4. Human-dominated computer terminals.
5. New mobile radio capabilities.[17]

These developments are likely to have the following operational impacts: mitigation of impact of urbanization; opportunities for individualized education; acceleration of trade-off of communication for transportation; more rapid pace of business through a "cashless" society; redefinitions of communities and organizations; increased interdependence; and society safer from crime and fraud.

A number of pitfalls and dangers may exist for society as a result of communications technology development, including loss of privacy through "cybervalence," depersonalization and breakdown through loss of interpersonal relations, acceleration of job-type turnover and expanded retraining requirements, greater extremes of both stress and boredom, information pollution, and needs and expectations outpacing resources and capabilities.

There will be an increased emphasis on the technologies of learning. Innovations such as gaming/simulation, media-activated seminars, video tape, and computer-assisted instruction will be used increasingly in assisting students to "learn how to learn." Despite uneven success in introducing technology to the campus, technology-based systems may produce fundamental changes in education by the century's end.

If the predicted technological revolution occurs, it will have (a) profound effects throughout higher education, and (b) formidable implications for both our use of and our instruction in speech communication. What are the realistic prospects for communications technologies in education?

In *The Fourth Revolution: Instructional Technology in Higher Education,* the Carnegie Commission argues the inevitability and desirability of the electronic classroom. By the year 2000, the Commission predicts that 10 to 20 percent of on-campus instruction will involve the new technologies, particularly computers and television, while nearly 80 percent of instruction for off-campus learning will use these technologies. Such predictions are common. A panel of authorities convened in Washington, D.C., to discuss education in the year 2000 produced these contributions:

> We must stop talking about schools. Public education as we know it will cease to be, and industry will take over. Big companies will establish thousands of learning centers on street corners in every neighborhood. (Gabriel Ofiesh, Director of the Centerbridge Technology Institute, American University)
>
> There will be a new professional in place of a teacher. I'd call him an "educational engineer." (Dr. Ofiesh)
>
> In the year 2000 there won't be a teacher lecturing before a classroom of students. (Mary Durland, Learning Systems Design Specialist)
>
> It should be possible in the very near future to implant sensing devices in people's brains. We could have a built-in TV receiver right inside our head, without having to use anything like picture tubes. This system could then be hooked directly up to computers and television links and the like, so that each person will be a communications terminal receiving information directly, including visual images. (Gregg Edwards, Program Officer, National Science Foundation)[18]

Such forecasts, of course, are not new. James Koerner has observed that

> in the 1950s predictions were widely and confidently made that education by 1970 or 1975 would be revolutionized by technology—that is, by the new technologies of communications that are generally lumped under the name "educational technology." Leaders and so-called futurists from the knowledge industry, from government, from education, and, I regret to say, from foundations joined in these rosy prognostications. Lately this enthusiasm has given way to embarrassment and disenchantment, as many a corporation has found its Edsel in educational technology. The metaphor is imperfect. The Edsel at least ran; the public just wasn't buying. Educational technology to date cannot be said even to "run."[19]

This theme is being heard increasingly. "Video on Campus: Where's the 'Revolution'?" titles a special report in the *Chronicle of Higher Education*.[20] The essay reports a trend away from the use of televised courses on campuses. Discussing a "fundamental pedagogic mistrust of the medium," *Change* editorializes: "The proof of the pudding lies in the fact that on many campuses today fancy television equipment, purchased in earlier and more affluent days of university life, now lies idle and unused."[21]

Several barriers to widespread campus use of educational technologies exist: high initial and operating costs, great variation in quality and comprehensiveness of instructional materials, and faculty resistance to technologies.

The most pervasive reasons for resistance appear to cluster around pedagogic concerns: educational outcomes are not worth the time and effort invested in the preparation of software; ideas, particularly complex ones, are best treated in the give-and-take of classroom environment; technology-based systems offer no apparent advantage over conventional materials and methods and are awkward for instructors and students to use. In this light, educational technology is seen as overpromoted and underperforming. Some faculty resistance probably stems from lack of familiarity with equipment and an unwillingness to invest the time and effort necessary for familiarization. Faculty, comfortable in customary ways of teaching, have little motivation, outside of curiosity, to learn to use the materials and machines of technological learning. Reasons for faculty resistance will become increasingly potent as they involve job security—most faculty believe that the wired campus will require fewer teachers. "Indeed, increasing use of teaching machines, closed-circuit television, and other instructional technology may cause the need for faculty to decline even more steeply," said Richard Berendzen in analyzing enrollment patterns of the 1970s and 1980s.[22] Faculty resistance to technologies is compounded by skepticism about their efficacy, lack of incentive to know more about them, and fear that their use would displace faculty.

There is no doubt that educational technologies—from computers to broadband communications—will play increasingly important roles in education in the future. It is doubtful, however, that the technological revolution will occur with the dramatic suddenness and impact suggested by its advocates. It is more likely to evolve, to use James Coleman's phrase, "through changes in the communication structure outside educational institutions, powerful and pervasive changes that have unplanned and unanticipated effects on schools."[23]

Summary

The premise of this section is that the field of speech communication is fundamentally involved with the uses of human communication knowledge and with improving the conditions and prospects for human communication. Concern for utility and applicability, therefore, seems inescapable as well as desirable. We have suggested that the field, along with most others in the humanities and social sciences, has given too little attention to preparing graduates for careers other than teaching. We have argued that even if economic pressures and a constricting job market did not indicate preparation for alternative careers, wider application of speech communication knowledge would still be urged as a matter of social contribution.

Finally, the point was made that in order to plan intelligently, a field must consider potential futures that will affect all fields. Otherwise, "contemporary application" becomes a static concept; students in college today are preparing for careers that will extend for several decades. Some emerging social and educational trends obviously are more germane to our field than are others; four generalizations with particular saliency were described. We agree with Kierkegaard that "he who fights the future has a dangerous enemy."

Notes

1. *Priorities for Action: Final Report of the Carnegie Commission on Higher Education* (New York: McGraw-Hill Book Co., 1973), p. 4. [ED 088 398]

2. National Center for Educational Statistics, "20-Year Trends in Higher Education," *Chronicle of Higher Education* (September 30, 1974): 8.
3. U.S. Department of Health, Education, and Welfare, Office of Education, *Projections of Educational Statistics to 1982–83*, 1973 edition (Washington, D.C.: 1974), pp. 3–4.
4. Bureau of Labor Statistics, *The U.S. Economy in 1985* (Washington, D.C.: U.S. Government Printing Office, 1974), pp. 22–24.
5. Carnegie Commission on Higher Education, *College Graduates and Jobs: Adjusting to a New Labor Market Situation* (New York: McGraw-Hill Book Co., 1973). [ED 088 336]
6. Allan Cartter, "The Academic Labor Market," *Higher Education and the Labor Market*, ed. Margaret S. Gordon (New York: McGraw-Hill Book Co., 1974), pp. 299–300.
7. Ibid., p. 301.
8. National Board on Graduate Education, *Federal Policy Alternatives toward Graduate Education*, No. 3 (Washington, D.C.: 1974), p. 28. [ED 089 599]
9. See report of the Commission on Population Growth and the American Future, *Population and the American Future* (Washington, D.C.: U.S. Government Printing Office, 1972).
10. Paul Gray, *Prospects and Realities of the Telecommunications/Transportation Tradeoff* (Los Angeles, Calif.: University of Southern California, Center for Futures Research, 1973), p. 31.
11. Burt Nanus, "The World of Work: 1980," *The Futurist* 5 (December 1971): 248–250.
12. Malcolm G. Scully, "Student Focus on Practicality Hits Humanities," *Chronicle of Higher Education* (February 4, 1974): 1.
13. Carnegie Commission on Higher Education, *New Students and New Places: Policies for the Future Growth and Development of American Higher Education* (New York: 1971), p. 39. [ED 088 362]
14. Michael Marien, *Beyond the Carnegie Commission*, EPRC Exploratory Report ER-5, Syracuse University Research Corporation, August 1972, pp. 33–40. [ED 071 576]
15. Panel on Alternate Approaches to Graduate Education, *Scholarship for Society* (Princeton, N.J.: Educational Testing Service, 1973).
16. Olaf Helmer, "The Future State of the Union and Its Relevance to the Planning Process" (Los Angeles, Calif.: University of Southern California, Center for Futures Research, 1974), p. 10.
17. Conclusions of Technology Panel, International Symposium on Communications, Annenberg School of Communications, Philadelphia, March 23–25, 1972. See George Gerbner, Larry P. Gross, and William H. Melody, eds., *Communications Technology and Social Policy: Under-*

standing the New "Cultural Revolution" (New York: John Wiley and Sons, 1973).

18. See the *National Enquirer,* December 3, 1972, p. 24.
19. James Koerner, "Educational Technology: Does It Have a Future in the Classroom?" *Saturday Review of Education* 1 (May 1973): 43.
20. Malcolm G. Scully, "Video on Campus: Where's the 'Revolution'?" *Chronicle of Higher Education* (May 28, 1974): 9–11.
21. *Change* 4 (February 1972): 11.
22. Richard Berendzen, "Population Changes and Higher Education," *Educational Record* 55 (Spring 1974): 120.
23. Scully, "Video on Campus," p. 10.

Status of Career Communication Education

For disciplines that are long-established and well-satisfied, the problems of social adaptation to the newly emerging contexts for planning higher education may be more difficult than for disciplines that are younger and broadly based. Some disciplines might even agree with F. M. Cornford's famous conclusion about academic change: "Nothing should ever be done for the first time." Adaptation for change also may occur more readily in fields, such as speech communication, with experience in self-study and collective planning. For example, four major academic developmental conferences have been conducted since 1968; today a blue-ribbon committee of the Speech Communication Association is projecting long-range goals and objectives of the field. Moreover, speech communication is one of only four academic fields to sponsor national organizations of departments and administrators, groups designed to improve policies and practices of their faculties. This capacity to engage in self-study and rethinking, to consider questions of status and direction, will facilitate the planning of career communication education.

Careers of Speech Communication Graduates

In the previous chapter we stated that a heavy proportion of speech communication majors, undergraduate and graduate, enter academic careers. The evidence for this statement, though limited, is consistent and clear. Two studies completed recently shed light on the career patterns of speech communication graduates.

The first study was carried out by the Communication Community class at Boise State University in order "to give communication majors some idea of the types of jobs that are available to people with a degree in Communication."[1] Twenty-three universities (a 43.4% return) responded to the survey. The placement summary showed that about half of the undergraduate majors found employment in academic settings.

Table 3. Undergraduate Placement

Enrollment of responding institutions

8–5,000-10,000 8–10,000-20,000 7–over 20,000

Number of undergraduate majors graduated

1973 - 954 1974 - 983 Total - 1,937

Majors whose employment after graduation was known

Known - 595 Unknown - 1,342

Placement of undergraduate majors

243	Schools	38	Graduate schools	6	Law school
[illegible]3	Radio	28	Government	5	Public info officer
50	Journalism	24	Personnel	4	Television writing
46	Television	8	Counseling	4	Miscellaneous
46	Public relations	8	Consultant		
		7	Interpersonal		

The second study, supervised by William Arnold, is a national inventory of departmental information.[2] The survey was conducted during 1974 by the Commission on Departmental Data, chaired by Arnold, under the auspices of the Association of Departments and Administrators in Speech Communication (ADASC, an affiliate of the Speech Communication Association, is now the Association for Communication Administration). Subsequent surveys will develop quantitative profiles of the field on enrollment and budget trends, faculty-student ratios, and work loads. Table 4 lists those aspects of Arnold's study most germane to career communication planning: principal careers of majors, attitudes about departmental career responsibilities, and activities pursued to assist graduates.

It may seem surprising that our field has not previously compiled comprehensive information about itself, but this is true of other fields as well. Perhaps this is because teachers and students throughout higher education have been preoccupied with the everyday enterprise of providing and acquiring an education. However, developmental conferences, profession-wide data banks, long-range analyses, and planning of career alternatives are now ongoing activities of the speech communication field.

Table 4. National Survey of Departmental Data

Number of institutions polled:

Undergraduate	Graduate
2200 (556 usable responses)	229 (157 usable responses)

Principal careers of majors (with number of institutions reporting):

Undergraduate		Graduate	
secondary school teaching	140	college teaching	64
primary school teaching	69	graduate degrees	62
graduate study	15	elementary school teaching	25
commercial radio and television	86		
educational radio and television	70		

Departmental obligations and practices

	Undergraduate	Graduate
do keep records on careers of students	33%	72%
do provide career information	50%	80%
should be career-oriented	35%	68%
should have responsibility to place students upon graduation	29%	53%
should develop placement services	23%	36%
should provide career guidance	53%	86%
should limit majors when there appears to be over-supply	23%	51%
should avoid duplicating programs of nearby schools	23%	61%

Table 4 (cont.)

What activities do you engage in to assist your graduates?

(Percentages)

Activity	*Undergraduate 4 Yr.*			*Graduate*		
	Frequently	Sometimes	Never	Frequently	Sometimes	Never
Refer to school's placement service	76	12	12	77	11	12
Refer to Speech Communication Association placement service	21	37	42	49	29	22
Pass on letters from employers who seek candidates	44	28	28	81	13	6
Call or write colleagues suggesting candidates to them	10	28	62	33	47	20
Encourage students to attend conventions	15	28	57	72	19	9
Visit business and industry to develop job market for students	10	17	73	13	26	61
Visit other schools to develop placement opportunities	5	15	80	7	24	69
Develop externships to increase placement opportunities	10	16	74	24	30	46
Publish department newsletter which includes available positions	1	5	94	4	16	80

The Career-Orientation Theme

The official journals of the speech communication field have reflected periodic changes in content emphasis during the past twenty years, with themes of social or career application a comparatively recent development. In a survey of four national journals *(Quarterly Journal of Speech, Speech Monographs, The Speech Teacher,* and *Journal of Communication),* 18 content areas were identified:

A. Forensics, intercollegiate debate, parliamentary procedure
B. Oral interpretation, choral speaking
C. Theatre
D. Instructional development, tests and measurement
E. Public address, homiletics
F. Intrapersonal, interpersonal and small group communication
G. Mass communication, journalism, advertising
H. Communication theory, rhetorical theory, argumentation theory
I. Speech and hearing therapy and correction
J. Linguistics, phonetics
K. Nonverbal communication
L. Listening
M. Intercultural communication
N. Business and organizational communication
O. Non-quantitative research methodology
P. Quantitative research methodology
Q. Internal issues of the field
R. Voice and diction

The following table shows the frequency of appearance of articles representing these content types.

1	H	D	D	D	D	D	H	H
2	D	E	H	H	H	H	D	D
3	E	H	E	A	E	C	C	F
4	N	A	C	E	C	E	E	E
5	Q	I	A	Q	F	I	B	C
6	I	B	F	C	J	J	J	J
7	L	Q	I	F	B	B	G	G
8	C	C	J	I	A	G	F	K
9	B	J	N	L	P	F	I	P
10	F	N	Q	B	L	A	Q	B
	1951	54	57	60	63	66	69	1971

Malandro and Porter found that studies employing non-quantitative methods still accounted for the largest number of articles but that quantitative methods were employed in an increasing proportion of the articles. They noted that, despite its importance in the field, articles about intercultural communication and nonverbal communication content areas occupied "extremely small portions of our journals."[3]

Several factors probably account for the recent appearance of application-oriented articles. One, of course, is recognition of academic job shortages for graduate students, nearly all of whom have prepared for careers in college teaching. A second factor is the mounting interdepartmental competition for career-interested students in a decade of cost accountability. A third reason is less concrete but may nevertheless be a real professional motivation: the growing feeling that the time has come for our field to test its theory and research outside the academy. For example, when graduate students addressed an International Communication Association conference in August 1972, their dominant theme was the urgent need for attention to applications of theory and research.[4]

In recent years major parts of the profession have gathered in national developmental conferences for behavioral researchers (New Orleans, 1968), rhetorical critics (Pheasant Run, 1972), teacher educators (Memphis, 1973), and scholars in argumentation and forensics (Sedalia, 1974). Recommendations for change were accompanied by others asking for self-study. The present mood may be one of verifying expectations of our teaching and research to determine if they have been consequential.

In the mid-1960s, when the term "relevance" was in vogue, it was a widely circulated opinion that the germaneness or social potential of research was somehow bound up with methodology. Many believed that historical-critical communication research, though useful in understanding the past, could shed little light on present issues, while experimental communication research would provide hard answers to craggy problems of the technological age. Neither belief seems fully justified; disappointingly little contemporary research, regardless of methodology, has dealt with the explicit application of theory and knowledge to the solution of human communication problems.

A number of recent writers have provided fresh insights into the application theme. The following examples are expressions of a growing interest in the career adaptations of speech communication education. The 1972 Speech Communication Association Summer Conference, the theme of which was "Job Talk: Speech Communication and Career Education," and the subsequent published proceedings of that conference indicated the discipline's concern for finding better answers to the career relevance question.[5] Also, the authors of this monograph conducted a graduate symposium in the summer of 1974 at the University of Southern California entitled "Advanced Study in Communication: Directions and Prospects." Among the symposium's guest speakers and topics were Robert Haakenson, associate dean, school of business administration, Temple University, speaking on "The Needs and Opportunities for the Communication-Trained Individual in Government, Industry, and the Professions"; Burt Nanus, director of the Center for Futures Research, University of Southern California, discussing "Methods for Studying the Future and Predicting Changes That Will Affect Communication Education"; and Darrell Piersol, division director of administration and personnel for IBM, revealing "How to Communicate to the Public and Potential Employers the Applicability of Human Communication Knowledge."[6]

Kenneth Williams, in 1970, focused on the question of the general speech communication curriculum:

> Speech departments should examine their resources, determine career interests and capabilities, and develop curricular emphases that prepare undergraduates in three ways for the uncertain future. First, prepare them to be better qualified than their competitors for specific career entry positions. Second, enable them to progress more rapidly and successfully through professional and on-the-job training programs. And third, give them some inherent advantages over their competitors in occupational mobility and career progression.[7]

Williams felt that the key to this problem is preprofessional orientation in a specific career area, with each department adapting programs to its resources and community needs.

A useful article by Kathleen Galvin and John Muchmore suggests several strategies based on communication competencies appropriate to career education students:

1. Existing speech communication courses might, with slight modifications, be adapted to meet communication skill requirements of various career areas.
2. Speech communication courses might be developed that attend specifically and exclusively to the needs of particular career areas.
3. Speech communication educators can serve as resource persons for those involved in career education.
4. Speech communication educators should assist in the development of instructional materials that can be used when the communication specialist is not physically present.[8]

In the spring and summer issues of 1972, *Today's Speech* featured several speculative articles about the future of the field. Theodore Clevenger averred that "we have already acquired the habit and custom of seeking relevance in all we do."[9] He predicted that "as the profession grows in stature and maturity it will grow also in its ability to serve the needs of those who depend upon our services." Harold Harding was less optimistic about speech communication as he thought about the next decade.[10] Without significant improvement in efforts by the field to achieve identity, he was fearful of the future. Robert Oliver disagreed: "Our profession, if we rise adequately to its challenges, is more than secure. Its period of greatest service should be in the years ahead."[11] He spoke of service potentials in government, business, community life, and in general social compatibility.

In 1973, Charles Larson sought to respond to questions posed by the 1971 SCA President, William Howell: "Who needs us?" and "What can we do for them?" Larson argued that the answers might come from examination of the doctor of arts degree, internship-externship programs, and the training potentials of junior and community colleges.[12] In his assessment of the profession, Loren Reid expressed guarded optimism about employment prospects if programs adapt to changing demands: "A major priority facing institutions is whether we are giving young men and women the kind of education that will enable them to get jobs when they are graduated."[13]

Special note should be made of a new publication, the *Journal of Applied Communications,* whose appearance may suggest a neglect of application strategies in other journals. Essays range widely over human communication problems in business, industry, professions, politics, and government. The policy statement of the journal, which began publication in 1973, stresses a pragmatic focus:

> Articles should focus on applied communication research (field studies) that bear significance for the field of communications. Papers of a strictly theoretical or philosophical nature will not be considered for publication. Quantitative studies should be field related, not laboratory.

A typical issue, Summer-Fall 1973, contains articles dealing with campaign communication, communication flow in nursing teams, business and professional interviewing, a method for choosing compatible members of small groups, and alienation and anxiety produced in a rumored plant closing. In the first issue, editor Mark Hickson III asks that applied communication research "begin solving individual communication problems by application of knowns to unknowns with some practical end."

In their survey of business and government for the marketability of communication competencies, K. Philip Taylor and Raymond W. Buchanan found that "65 percent of the technically oriented and 80 percent of the non-technical organizations . . . indicated they would consider communication majors for employment."[14] Areas specified by respondents included employee, customer, and public relations, personnel and management development, internal and external publications, and sales. But a significant finding was that although 75 percent of responding organizations said they were aware of communication problems within their company, no one "listed a need for a communication specialist to solve communication problems." The authors charge communication educators with a responsibility of informing potential employers about communication education as well as providing adaptable and marketable training for the communication major.

Insights into perceptions about speech communication held by prospective employers are furnished in a survey conducted by Diane Lee Lockwood and Sara Boatman. Their target sample consisted of employment agencies located in Lincoln and Omaha, Nebraska. Both the purpose of the study and the identity of the interviewer were masked in the research procedure. Employment counselors gave five skills ratings within the "extremely important" to "quite important" range in terms of importance to job marketability: listening, problem-solving decision-making, motivation, questioning techniques, and speaking competence. However, such skills were not generally associated with education in speech communication. Queries designed to ascertain current perceptions of the speech communication field indicated that the respondents: (1) perceived the field of speech communication as largely public-performance oriented, (2) found it difficult to suggest jobs for speech communication majors, and (3) perceived only a limited application of speech communication to the business world. In general,

> results indicated that respondents had limited sources of information about the discipline of speech communication. Those respondents who reported their confidence of a clear understanding of the discipline described it largely within a public-speaking context. Basically, respondents' perceptions of the discipline seemed to originate from former public-speaking classes, statements from clients, resumes, and general assumptions about "speech."[15]

A recent investigation into the relative importance of organizational communication skills provides firsthand information for career-oriented course planning.[16] Ernest Stech distributed questionnaires to persons in various kinds of organizations in south-western Michigan. His sample included both nonsupervisory and managerial personnel in organizations employing fewer than 25 persons to some employing many hundreds. The organizations were a cross-section of manufacturing, banking, insurance, health care, retailing, and educational organizations.

Stech's 33-item questionnaire included a range of communication modes (oral, written, audio-visual), various codes (verbal, numerical, graphic, pictorial), and communication situations (interpersonal, small group, and public). It also dealt with internal-external communication, levels of communication, and common media of transmission. Each respondent rated the relative importance of each of the 33 skills for his or her own position in the organization. The results, therefore, refer to the perceived importance of actual positions rather than to general estimates of importance in organizations. The summary in table 5 is based upon results from 117 questionnaires returned in the initial phases of the study. The scale used these values: 1—mandatory, 2—highly desirable, 3—desirable, 4—okay but not required, and 5—not needed.

Probably the most specific advice on internships in speech communication was offered by Andrew Wolvin and Kathleen Jamieson in the Fall 1974 issue of *Today's Speech*.[17] Describing a pilot project at the University of Maryland, the writers found that 45 of the 46 former interns "indicated a belief that the internship would be or had been 'of great value in finding a job in the field of communications.'" Wolvin and Jamieson, who drew upon the experience of other fields with internships, provide detailed information about the execution and evaluation of a speech communication internship program. Guidelines developed in the Maryland program will be described in a later chapter.

The foregoing voices hardly constitute a chorus of affirmation for career-oriented speech communication research and education, but they are indicative of a discernible trend. Speech communication literature abounds with essays on the functions of rhetorical criticism, the nature of the enthymeme, the working of cognitive dissonance, and the pitfalls of counterattitudinal advocacy. The field is just beginning to address itself to the potential of speech communication as an instrumental study.

Obstacles to Career-Oriented Education

We ought to acknowledge at the outset that many faculty members are worried about the words "career" or "application" when associated with the term "education." To them "career education" connotes "on-the-job-training" or "vocational education," terms that conjure up trade schools, courses in selling automobiles, and the

Table 5. Organizational Communication Skills Questionnaire

Demographics

Organization size	
less than 25 employees	26.5%
25-100	16.2
100-500	15.4
more than 500	41.8
Respondent's position	
upper management	12.0%
middle management	26.5
supervision	20.5
non-managerial	41.0
Type of organization	
retailing	9.4%
manufacturing	32.5
hospital, health care	18.0
government	13.7
educational	3.4
other	23.1

Factor Analysis: Organizational Communication Skill Survey
(includes only items scoring 3.0 or above)

Factor I Basic Job Communication Skills Factor	Average Rating
Read and understand memos, letters, directives, policies, forms, and other kinds of paperwork in the organization	1.43
Answer the telephone and provide information to others	1.46
Use the telephone to seek out sources of information or data, to contact people	1.53
Write memos, letters, and similar documents within the organization	2.04
Factor II Human Relations Factor	
Deal with customers, outsiders, persons seeking information	1.70
Deal with other employees at the same level in one-to-one situations	1.72
Factor III Management Factor	
Deal with superiors, supervisors, administrators in own organization in meetings, committees, groups	2.06
Read and comprehend simple schedules, flow charts, and	

time line charts	2.20
Understand simple statistical summaries, tables, charts, and similar kinds of data	2.47
Generate simple schedules, flow charts, and time line charts	2.79

Factor IV Basic Office Management Factor

Deal with customers, outsiders, persons seeking information	1.70
Establish filing systems, files, data storage systems, information retrieval systems	2.38
Understand simple bookkeeping, accounting, and similar kinds of economic and financial data	2.71
Develop simple financial, accounting, and similar kinds of data into reports, charts, graphs, etc.	2.94

Factor V Supervisory Skills Factor

Interact with superiors, supervisors, and administrators in one-to-one situations	1.90
Deal with superiors, administrators, supervisors in own organization in meetings, committees, groups	2.06
Interact with other employees in groups, committees, and meetings	2.21
Write letters to persons or organizations outside of own organization	2.39
Be an effective member of committees, groups, meetings, or coordinating bodies	2.59
Contact and deal with executives, administrators, supervisors, and personnel in other organizations	2.62
Write reports, briefs, technical reports, or project reports for own organization	2.79
Make presentations such as briefings and reports inside the organization	2.81
Organize meetings, briefing sessions, conferences, training sessions, and similar kinds of group activities	2.94
Design forms, procedures, and paperwork for own organization	2.96
Develop simple statistical summaries, tables, charts, reports, and similar kinds of data	2.97

Factor VI Visual-Technical Communication Factor

Understand simple statistical summaries, tables, charts, and similar kinds of data	2.47
Read and understand technical reports, project reports, progress reports, and similar documents in the organization	2.60
Read drawings, sketches, pictorial representations; understand visual symbols	2.97

like. They see a basic conflict between career education and liberal education; one is materialistic, the other humane. They react negatively to what is perceived as a commercialization of higher education. Since this attitudinal barrier is pervasive and formidable, it should be examined carefully.

To begin with, it should be recalled that higher education in America has always had a marked career orientation. From the colonial chartered colleges, whose raison d'être was preparation of the clergy, to the present, most college and university education has been more preprofessional and precareer in aim and content than has been generally assumed. The bachelor's degree is the normal reward for programs in many professional fields and is the essential preparation for graduate study. Graduate degrees today are also professional degrees. About 70 percent are direct preparation and credentials for professions (nearly half are in the field of education); many of the remaining 30 percent are taken with professional intent. Summarizing his data for the Carnegie Commission, Everett C. Hughes concluded, "It is then clear that higher education is strongly vocational."[18]

So far we have not considered the merits of career education. Our point simply has been that the vocational motive should not be treated as if it were a sharp departure from tradition. Nevertheless the myth persists that higher education is largely non-career oriented, a misconception that inhibits open-minded discussion of career education.

Our thesis is that there is no fundamental incompatibility between liberal education and career education, that the two ought to be virtually indistinguishable, and that both are essential in a complex, technological society. On the one hand, there will be a need for general education justified on the grounds that "superior coping with the inner pangs and outer perversities of the human condition requires humanistic insights and cerebral skills cultivated in part through intellectual experiences that are not specific to careers."[19] There will also be a need to answer the HEW official who was concerned with the inability of recent college graduates "to cope with the kind of problems for which the solution does not begin with a review of the literature."[20] The most viable higher education in the next decade probably will satisfy requirements for both liberal perspective and professional competence. Such education will fit the classic definition offered by Maurice Bowra of the aim of liberal education, "to produce a fully educated man, fit to take an active part in civilized society and at the same time to be a reasonably complete human being in his own right."[21]

Once attitudinal barriers are overcome, there may be particular handicaps to the generation of useful knowledge about human communication. For example, David Smith, Associate Dean of Social and Behavioral Sciences at Ohio State University, thinks that the predominant mode of behavioral research limits our scholarship. Borrowing heavily from psychology, we have equated behavioral science with social science:

> We have taken the tightly controlled laboratory experiment as the ideal for our science. From it we have derived our standards for research. When suggestions have been made that we ought to do research in the field or use case studies, we have replied that these means cannot be controlled with scientific rigor nor can they provide the basis for generalization because particular antecedent and consequent relationships cannot be tested. When suggestions have been made that participant observation could yield useful insights or that the subjective experiences of communicators might be useful data, we have stressed the loss of the objectivity necessary for real science that occurs in those procedures.[22]

We have, therefore, arbitrarily limited the scope of our inquiries into human communication by allowing our behavioristic commitment to dictate our methodology. One result of this failure to draw upon a variety of social science methodologies is seen in the sterility of research findings. Smith recalls the observation of Samuel Becker that "if the research which has been done in the past three years in . . . the field of communication were wiped out, I cannot conceive that it would make the slightest difference in our lives."

During a recent symposium in the advanced study of communication, Smith was asked to expand his critique of current behavioral research.[23] His concluding statement bears directly on the creation and uses of communication knowledge:

> The way in which we conceive of our science has much to do with whether or not we can make that science relevant. If we decide that the only place where true scientific activity can be conducted is in the laboratory, we will find that our students are laboratory oriented.
>
> If we believe that the only good theory is a complete hypothetical deductive theory, we will find that our students will await the completion of that theory before they attempt to wrestle with real human problems.
>
> If we believe that the only respectable work for scholars is that done in the rarified atmosphere at the academy, we will find that the students for whom we set an example will have low regard for pragmatic concerns.
>
> If, on the other hand, we are able to conceive of a science that can take place in the field, we will find our students applying their ideas in field settings.
>
> If we broaden our notion of good theory, we will find our students willing to deal with human problems even though they recognize the solu-

> tions they suggest to those problems may be only partial and perhaps only temporary.
>
> If we consider it possible to do rigorous respectable science in the community, we will find that our students will place their best efforts in studying the inherently more interesting problems with which they see people around them wrestling daily.
>
> I believe that a major barrier to preparing communication students for effective participation in non-academic organizations has been a narrow conception of science which regarded attempts to deal with pragmatic problems in natural settings as inherently unscientific.

Obstacles of attitude and methodology notwithstanding, a more pronounced career orientation in speech communication as well as in other fields seems inevitable.

A number of signs suggest a heightened emphasis on the career potentials of higher education:

1. Recent advisory commissions studying higher education have stressed a contemporary need for closing the gap between knowledge and society. A strikingly recurrent theme is the summons to relate higher education to society in a mutually beneficial alliance of students and faculty with the "outside world."

> Years of study must not be years of isolation; rather they should be a time of active engagement with peers in undertakings that have immediate and visible consequences for the quality of the surrounding life; the notion of study as an interminable staging area, a postponement of "real life," is unacceptable. *Panel on Alternate Approaches*
>
> Seldom do the majority of faculty members spend any time in jobs outside the university. . . . Only the most courageous dare lose their place in line or their chance at one more publication. *Newman Task Force*
>
> In addition to research activity within the disciplines, the modern university is increasingly called upon to apply its intellectual resources to the solution of pressing social and technological problems. *National Board on Graduate Education*
>
> Professional schools and academic departments should cooperate in the development of joint degree programs in response to emerging societal problems and in response to the advancement of knowledge or technological change. *Carnegie Commission*
>
> But the initiatives must come from within the graduate institution; theirs is the prime responsibility for revealing the links between the world of work and advanced scholarship and the ways in which it is possible for men and women of every age to function as scholars for society. *Panel on Alternate Approaches*

These recommendations probably presage broad trends in higher education. Assuredly there will be heightened attention to and support for programs concerned with developing negotiable knowledge and capable of producing graduates with marketable abilities. Such programs are consistent with projected national educational policy.

2. Supporting the general tendencies just described are specific indicators of occupational emphasis. Ever since Sidney Marland, the United States Commissioner of Education, issued his policy statement in 1971,[24] strong public attention has been drawn to career aspects of education. For example, conferences on career education sponsored by the Educational Testing Service were conducted in M[illegible]72 in Beverly Hills, California, and in Washington, D.C. The National Career Education Conference was convened at Rutgers University in July 1973. *Essays on Career Education,* a collection of appraisals by distinguished critics, was produced in April 1973 under a grant from the National Institute of Education. A new periodical, *Journal of Cooperative Education,* was launched in November of 1973 to advance the concerns of a professional association founded ten years earlier. There are signs that the concept of career education is receiving widespread support in both public and private sectors of education.

3. There are pronounced social, economic, and institutional pressures for developing occupational capabilities in undergraduate and graduate populations. There is doubt that the baccalaureate degree can provide concrete economic and social dividends. A frequently cited figure about occupational prospects is the estimate that automation and rationalization of complex enterprises into simple job components lead to the prospect that 80 percent of the jobs to be filled in the next 10 years will need only sub-baccalaureate talent. As college becomes more costly and the gap between the academic degree and job requirements widens, the public demand for attention to manpower realities will likely increase.

There is also evidence that career preparation is a major objective of undergraduate students. In his national sampling of youth, Daniel Yankelovich found that the "dominant theme of today's college climate" might be the effort of students to achieve a synthesis of self-fulfillment and successful career.[25] This observation corroborates the principal finding of a recent survey of 1,860 male and female graduating seniors from five colleges and universities in Pennsylvania:

> All respondents were asked their primary reason for seeking a college education. The most frequent response (37 percent) reflects a concern for future occupational or educational plans ("career, job training").

> While the reasons given do vary with sex, SES, school, and field of study, in general the students approached their college educations with the primary intention of acquiring the knowledge and skills needed for the career of their choice.[illegible]

4. The old argument that general education and career education have basic dissimilarities does not withstand close inspection. Attitudes within higher education are complex and slow to change, but the testimony is compelling that career orientation need not affect liberal content. Educator Paul Woodring put it this way:

> Sound career education is not incompatible with sound liberal education. An education that broadens the horizons improves our understanding of the world, deepens our comprehension of the social, political and economic system, and contributes to our cultural development, can be liberal in the best sense of the word and at the same time lay the groundwork for a variety of careers.[illegible]

Woodring gives modern currency to the compatibility of liberal and career education. Alfred North Whitehead stated in 1929 in *The Aims of Education* that "the antithesis between a technical and a liberal education is fallacious. There can be no adequate technical education which is not liberal, and no liberal education which is not technical." When James Bryant Conant completed his analysis of American education in the 1960s, he advised,

> I must record an educational heresy, or rather support a proposition that many will accept as self-evident but that some professors of the liberal arts will denouce as dangerously heretical. I submit that in a heavily urbanized and industrialized free society the educational experiences of youth should fit their subsequent employment. There should be a smooth transition from full-time schooling to a full-time job, whether that transition begins after grade 10 or after graduation from high school, college, or university.[illegible]

Educators in speech communication should join colleagues in other fields in insisting that customary academic requirements in liberal arts be met as students reflect on applications of their knowledge and skills. But to deny to undergraduate and graduate students the opportunities to extend their capabilities to career settings would be to handicap them, unnecessarily, for adaptation to productive roles in the next decade or more.

External Obstacles

A well-known problem of our field is its lack of common definition by the public and academic sectors. Surveys of academic fields rarely name speech communication. Studies done by the National Center of Educational Statistics, for example, may report speech communication under "English," "Journalism," or possibly under "Social Sciences." Quality listings of the American Council on Education ignore the field. Public and private agencies apparently have no consistent guidelines in dealing with the field. The United States Department of Health, Education and Welfare uses a taxonomy of instructional programs in higher education that includes a category called "Speech, debate, and forensic science (rhetoric and public address)." A current HEW publication, *Students Enrolled for Advanced Degrees, Fall 1971*,[29] reports 5,145 students enrolled for master's and higher degrees in this category. Yet despite exclusion of many instructional programs typically included in speech communication departments, the total 5,145 is larger than those listed for international relations, public administration, astronomy, biochemistry, geology, law, journalism, zoology, and any of the foreign languages. It exceeds the numbers reported for classics, linguistics, philosophy, anthropology, and geography. It is larger, in fact, than any of the humanities except English.

An important step in the quest for professional identity would seem to be promulgation of parameters and definitions of speech communication that are acceptable to the field.

Speech communication graduates also are handicapped by a lack of public understanding of the content and outcomes of speech communication programs. Employers frequently regard this instruction as limited to training in the performance of oral skills. The SCA Summer Conference in 1972 brought employment officers from a number of industries to advise on career opportunities for speech communication graduates in their industries.[30] Perceptions of business and industry of our field may be reflected in these suggestions:

> Sears, Roebuck, and Company can use graduates in management training who "possess the verbal skills (good diction, fluency, vocabulary, grammar and articulateness) necessary to make them effective speakers."
>
> Montgomery Ward and Company can use our graduates in retail sales where the emphasis is upon "meaningful dialogue, with the emphasis on dynamic interaction between customer and salesman."
>
> A. T. & T. Company sees speech communication graduates as telephone company service representatives who "are expected to be courteous and helpful to all customers" and who "must be flexible enough to handle a wide variety of calls and situations with proficiency."

Conferences such as the one at Chicago may contribute their most valuable service in helping to educate the business and professional community about the programs and graduates of speech communication instruction.

One final illustration of what may be a common estimate about the career-relatedness of speech communication instruction is found in the report of the Chancellor's Advisory Committee on Career Education relating to the California State University and Colleges. A key appendix lists 118 departments as being "occupationally related."[31] They range from biology and mathematics to astronomy and physics and include journalism, radio-television, and communicative disorders. A second category, called "50 percent occupationally related" department areas, lists 15 departments, including anthropology, ethnic studies, history, political science, sociology, and psychology, as well as music and drama. Speech is listed along with four other areas—English language, fine arts, foreign language, and philosophy and religion—as "non-occupationally related."

Summary

This chapter traces a growing interest in our professional literature about the uses of speech communication knowledge and skills. While other fields may experience some difficulty in adapting to change, speech communication might discover that social adaptation has been facilitated by the relative newness of the field and by experiences gained in self-study. We have identified the principal obstacles to a career thrust as barriers of attitude and information, stemming primarily from squeamishness about "vocational" overtones of career-oriented education and from outdated perceptions about the work of our field. We have suggested, as did the President's Commission on Higher Education, that "it is urgently important in American education today that the age-old distinction between education for living and education for making a living be discarded." Finally, we have pointed to the necessity for creating an understanding outside the university of the nature and outcomes of modern speech communication education.

Notes

1. "Employment of Communication Majors: Tabulation of Survey Findings," dittoed (Boise, Idaho: Boise State University, December 1974).
2. See William E. Arnold, "Career Placement in Speech Communication," *Bulletin of the Association for Communication Administration* 13 (August 1975): 3–16.
3. Loretta A. Malandro and D. Thomas Porter, "Fifty-Nine Years of

Publication in the Field of Speech Communication (1915–1973)," *Bulletin of the Association of Departments and Administrators in Speech Communication* 11 (January 1975) : 26–38.

4. Stewart L. Tubbs, ed., *New Directions in Communication* (Flint, Mich.: General Motors Institute, 1972). Typical was the contribution of Paul C. Feingold, who argued that applied research would benefit society, add prestige to the field, increase demand for our services, and generate new research ideas. [ED 070 119]

5. Patrick Curtis Kennicott and L. David Schuelke, eds., *Career Communication: Directions for the Seventies.* Proceedings of the Speech Communication Association Summer Conference VIII (New York: Speech Communication Association, 1972). [ED 068 994]

6. See Appendix A for a description of the "Advanced Study in Communication" symposium and the names and topics of the guest speakers.

7. Kenneth Williams, ". . . But What Can I *Do* with a Major in General Speech?" *Western Speech* 35 (Spring 1971) : 126. Permission to reprint passages from this article was granted by the publisher.

8. Kathleen Galvin and John Muchmore, "Career Education: A Challenge," *Central States Speech Journal* 23 (Spring 1972) : 63. Specific curriculum suggestions for career communication are offered by Kathleen Galvin, "Career Communication in the Speech Curriculum," *The Speech Teacher* 23 (September 1974) : 245–247.

9. Theodore Clevenger, "A Survival Manual for the Speech Profession," *Today's Speech* 20 (Spring 1972) : 5.

10. Harold Harding, "Speech Communication in 1984," *Today's Speech* 20 (Summer 1972) : 3–7. In advising a college sophomore about a career in Speech, said Harding, "I'd have to tell him to go somewhere else" (p. 7).

11. Robert Oliver, "A View Ahead: The Speech Profession in 1984," *Today's Speech* 20 (Summer 1972) : 11.

12. Charles Larson, "A Case for the Doctor of Arts in Speech Communication," *Central States Speech Journal* 24 (Spring 1973) : 60–64.

13. Loren Reid, "The Status and Strengths of the Profession," *Central States Speech Journal* 24 (Summer 1973) : 103.

14. K. Philip Taylor and Raymond W. Buchanan, "Vocational Marketability of Communication Competencies," *Southern Speech Communication Journal* 38 (Spring 1973) : 285–291.

15. Diane Lee Lockwood and Sara Boatman, "Marketability: Who Needs Us and What Can We Do For Them?" (Paper delivered at the Central States Speech Association Convention, Kansas City, Missouri, April 12, 1975), p. 16.

16. Ernest Stech, "Survey of Organizational Communication Skill Requirements," mimeographed (Western Michigan University, January 1975).

17. Andrew Wolvin and Kathleen Jamieson, "The Internship in Speech Communication: An Alternative Instructional Strategy," *Today's Speech* 22 (Fall 1974) : 3–10. Permission to reprint passages from this article was granted by the publisher.

18. Everett C. Hughes, "Higher Education and the Professions," in *Content and Context,* ed. Carl Kaysen (New York: McGraw-Hill Book Co., 1973), p. 275. [ED 088 338]

19. Stephen K. Bailey, "Career Education and Higher Education," *Educational Record* 54 (Fall 1973) : 256.

20. Quoted in H. Bradley Sagen, "The Professions: A Neglected Model for Undergraduate Education," *Liberal Education* 59 (December 1973) : 509.

21. Maurice Bowra, "The Idea of a Liberal Arts College," *Liberal Education* 50 (May 1964) : 187.

22. David Smith, "Communication Research and the Idea of Process," *Speech Monographs* 39 (August 1972) : 177.

23. David Smith, "The Impact of Conceptualization and Methodology on the Applicability of Communication Research and Instruction" (Paper delivered at the Symposium in Advanced Study of Communication, University of Southern California, July 29, 1974).

24. See Sidney P. Marland, Jr., "Career Education, Now," *National Association of Secondary School Principals Bulletin* 55 (May 1971) : 7.

25. Daniel Yankelovich, reported in "'Startling Shifts' Found in Youths' Views of Work, Morals," *Chronicle of Higher Education* (May 28, 1974) : 3.

26. David Gottlieb, "Youth and the Meaning of Work," *Manpower Research Monograph* No. 32 (Washington, D.C.: U.S. Department of Labor, 1974), p. 24. For the concluding comments of this study, see Appendix B.

27. Paul Woodring, "1984 Revisited," in *Proceedings of the Conferences on Career Education* (Princeton, N.J.: Educational Testing Service, 1972), p. 21.

28. James Bryant Conant, *Slums and Suburbs: A Commentary on Schools in Metropolitan Areas* (New York: McGraw-Hill Book Co., 1961), p. 40.

29. U.S. Department of Health, Education and Welfare, *Students Enrolled for Advanced Degrees, Fall 1971,* Publication No. (OE) 74-11426 (Washington, D.C.: 1974).

30. See Kennicott and Schuelke, *Career Communication: Directions for the Seventies,* for an informative account of the conference proceedings.

31. Chancellor's Advisory Committee on Career Education, *Career Education: Proposals for the Seventies and Eighties* (Los Angeles, Calif.: Office of the Chancellor, California State University and Colleges, September 1974), pp. 89–90.

Non-Academic Career Applications of Communication Education

With the diminishing job market for college graduates, especially those with liberal arts degrees, speech communication educators are being confronted more frequently by students asking, "But what can I *do* with a major in speech communication?" Moreover, with the demand for teachers falling behind the supply, many graduate students who assumed that they were preparing themselves for a career in education are finding it necessary to ask: "What can I do with a graduate degree in speech communication besides teach?" Furthermore, with decreasing college enrollments and the concomitant decrease in the percentage of students choosing the less obviously career-related liberal arts majors, a number of faculties may have concluded that we should be answering these questions even before they are asked, if we want to attract sufficient students to permit our departments to continue to thrive.

We believe that on the whole most speech communication faculty have not been offering meaningful answers to the "what can I do with" questions. Williams characterizes our typical response to such questions: "A Speech major is as well qualified as any liberal arts graduate for many interesting positions in business, industry, and government, and . . . well, why don't you talk about this with the folks down at the college placement office?"[1] He adds: "Chances are, another good student is lost to us as a prospective major."[2]

There is much evidence to indicate that there is developing within our discipline—as is the case with many liberal arts disciplines[3]—a growing interest in finding better answers to questions about the career applicability of what we teach. Despite this interest, there will be those who argue that as educators it is not our business to be concerned with students' ultimate careers. Some will explain that it is somebody else's business: counselors, perhaps; career placement people, certainly; and, of course, the students themselves. Others will state that it is somehow inconsistent with our roles as liberal educators to be concerned with or even talk about the relationship of what we teach to our students' future careers. While our philosophic responses to the point of view were presented earlier, let us make two additional pragmatic points here.

First, the indifference of departments, individual professors, and faculty advisors to the career implications of their programs has contributed to the fact that for many students the process of planning one's academic experience to maximize its benefits (whether intellectual, spiritual, or occupational) is a chaotic process influenced more by chance than by rational choice. Students decide what courses to take, what fields to major in, and, eventually, what type of career to pursue on the basis of whim or rumor or happenstance rather than through a careful analysis of their own abilities and interests in relation to the demands and challenges of various careers.

A pre-teenage girl was once asked by her father when he noticed her interest in animals if she was going to be a veterinarian when she grew up. The girl replied, "It depends." "It depends on what?" her father asked. "It depends," she answered wisely, "on *whatever else there is!*" We feel strongly that it is the responsibility of educators—concerned with their students as whole persons—to help them in the very difficult business of finding out "whatever else there is."

The second pragmatic point to be made is a less noble one. If speech communication faculties are not persuaded by the argument that it is part of their professional responsibility to supply students with career information, some may be moved by the argument that it is *necessary* for them to do so. In the late 1950s and 1960s, with record college enrollments and the number of jobs for college graduates almost always exceeding the number of graduates looking for jobs, students and educators alike could placidly assume that when the time came employment would take care of itself.

The 1970s, however, present a different problem. With decreasing overall college enrollments, with diminishing job opportunities for graduates, with budgetary reductions, and with some departments experiencing a decline in the number of majors and other students they serve, increasing attention is being given to the need to actively recruit students. And one of the ways by which departments of speech communication can attract more students is to develop better answers to questions about the career relevance of the courses they teach and the degrees they offer. The sections that follow provide speech communication educators with strategies and materials to assist them in finding constructive answers to questions about the career applicability of an undergraduate or graduate degree in speech communication.

What *Are* Speech Communication Graduates Doing?

One response to the query, "What can one do with a speech communication degree besides teach?" is to describe what other people who hold such degrees are doing. Unfortunately, while ample information exists on the whereabouts of majors who have pursued academic careers, very little is available on the experience of speech communication degree holders whose careers are in the non-academic world. *Some* data do exist, however, and it is at least illustrative of the kind of information that could be gathered and used as both a recruiting and an advising tool.

For instance, in order to better answer his students' questions, Gerry Philipsen of the University of California, Santa Barbara, prepared a handout entitled "What People Do with an Education in Communication Studies: A Brief Report."[4] Philipsen compiled this list by consulting the 1972 *Directory* of the Speech Communication Association[5] to identify SCA members who held both speech communication degrees and non-academic positions. His list of those holding Ph.D. degrees includes a research analyst for the U.S. Information Agency, a foreign service information officer for the USIS American Embassy in Tokyo, and the head of the Motion Picture Section of the Library of Congress. Among those holding M.A. degrees in our field he lists a claims officer for State Farm Insurance, a person in adult education programs with the Girl Scouts of America, and a personnel analyst for the Idaho Personnel Commission. His list of B.A. degree holders includes a program director for the American Medical Association, an administrative services coordinator of a hospital, and a career education director for Xerox Learning Systems.

Philipsen acknowledges that his is not an inventory of all SCA members with non-academic careers and, even if it were, it would hardly be representative of non-academic career possibilities that exist for speech communication graduates. However, his summary is an excellent example of one way to make more concrete some of the non-academic career possibilities that exist for speech communication graduates.

In his article on "The Status and Strengths of the Profession," Loren Reid reports that one school "furnished [him] a detailed breakdown of positions held by the more-than-100 Ph.D.'s that [that school's] department had graduated."[6] According to Reid those Ph.D.'s "entered schools of business, schools of architecture, departments of linguistics, departments of psychology, government and private business."[7] Furthermore, Reid says that "already this year [that department] has had at least 20 inquiries from banks, market research firms, polling firms, independent research firms" seeking to hire its graduates.[8]

Several years ago one department reported results of an informal survey of careers of former debaters:

> A recent sampling of forensic alumni of 1922 to 1959 netted 143 responses. Of those replying, 58 former debaters are established in government and law (including a U.S. senator, a state governor, a deputy state attorney general, two patent lawyers, two municipal judges, a state department attorney, and a district attorney). Education occupies 32 alumni (two college presidents, one graduate school dean, 17 college teachers, four high school principals, two high school teachers). Another 21 former debaters are businessmen (five presidents of corporations, three executives, two business owners). Three debaters are writers, four are in the ministry, four in medicine, and three in science. Regardless of careers, 80 percent of the respondents declared their forensic backgrounds to be of superior value in their present work.[9]

Of course, not all of the ex-debaters who responded had been speech communication majors. Nevertheless, this survey and the booklet in which it is contained are examples of another way in which interested departments can provide specific examples of what people with speech communication degrees actually do.

In a 1974 survey of some 236 junior and senior colleges and universities in the thirteen states represented by the Central States Speech Association, Richard Gartrell asked the respondents to list those career areas their graduates are known to have entered.[10] The 108 schools answering this question provided a list of some 85 career fields which are listed in table 6.

Pointing out that the information he collected on careers which speech communication graduates have entered was based largely on

Table 6. Careers which Speech Communication Graduates of 108 Central States' Colleges and Universities Have Entered

Public Relations and Advertising
    Medical Communication
    Country Health Department
    Owner, Advertising Agency
    University Relations
    Public Relations for an Agency
    Promotions
    Army Information Officer
    Technical Editor, National Association

Personnel

- Personnel Relations
- Personnel Training
- Personnel Management
- Office Manager
- Secretary

Business

- Motel Manager
- Management Trainee
- Commercial Store Manager
- Department Store Buyer
- Market Research
- Department Store Trainer
- Computer Programming (data processing)
- Theatre Manager
- Travel Agency Counselor
- Telephone Company Repair Services
- Consumer Research Projects
- Organizational Communication Consultant
- Banking
- Accounting

Industry

- Industrial Management
- Union

Government

- Congressional Administrative Assistant
- City Planning Secretary
- Elected Official
- State Government
- Postal Inspector
- U.S. Armed Services
- Air Marshal
- City Government (environmental control)
- Internal Revenue Service
- Port Authority
- Peace Corps

Law Enforcement

- Police and/or Security Officer
- Probation Officer
- Lawyer

- Entertainment
    - Movie Theatre Operator
    - Professional Sports
    - Acting, Professional Theatre Company
    - Community Theatre

- Homemaker

- Social Services
    - Nursing Home Administrator
    - Social Service Agency (e.g., March of Dimes)
    - Health Services Agencies
    - Youth Organizations
    - Recreation (including drama director)
    - Air Line Hostess
    - Library Work
    - Speech and Hearing Clinic
    - Counseling

- Sales
    - Insurance and Insurance Adjuster
    - Stocks and Bonds
    - Distribution
    - Real Estate Broker
    - Sales Supervision
    - Automobile Sales

- Ministry
    - Seminary
    - Church-related Vocations
    - Church Youth Work

- Vocational Careers
    - Bricklayer
    - Farmer

- Education
    - Administrator
    - Teacher (all levels)
    - Coordinator, Veterans Affairs, Community College
    - Community College Teacher
    - University Professor

rough estimates, Gartrell asserts that "it is necessary for department chairmen to [start systematically keeping track] of the careers into which their graduates enter."[11] Very few departments appear to keep records on the occupational placement of their graduates. While some departments have a general idea of where their graduate students who enter the field of education are—usually through their memberships in professional organizations—it is rare when a department knows (as did the one reporting to Reid and one of the 108 reporting to Gartrell) the kinds of non-academic positions its advanced degree holders are occupying. Rarer still is the department that keeps records on the post-graduate employment of its B.A. holders.

We recommend that departments begin to collect data both on what their graduates do after they leave school and on how satisfied those graduates were with the education they received. Such data would serve a number of useful purposes and hence justify the effort and cost involved in collecting them. Any management consultant or organizational communication specialist knows that effective organizational decisions cannot be made without knowing the facts. Yet most departments continue to make decisions about courses and programs with limited information about students and their careers.

Active departments with over-worked faculties and staff may not want to take on an extremely time consuming data gathering task, no matter what its long-range benefits. Therefore, some strategies for simplifying the task follow.

First, a department should find out if there isn't some other academic or administrative unit on its campus that has already gathered at least part of the information it seeks. For example, many campuses have active alumni associations whose task it is to keep up with its graduates as the years pass and those alumni grow ever more able to contribute financially to their alma mater. Often such organizations keep their records on computer tapes in such a manner that the computer can be asked to summarize and print out data on some subset of the complete file. For example, one might request a computer printout from such a file which gives the name, year of graduation, degree, occupation, place of employment, and annual income of "all persons who graduated since 1969 with a B.A., M.A., or Ph.D. in speech communication." This information alone would enable a department to prepare a useful brochure describing "what *our* speech communication degree holders do besides teach."

Furthermore, several campus units which may or may not have specific occupational information may be able to provide a list of names and addresses—sometimes, already printed out on mailing labels—of all speech communication majors who graduated during a certain time period. With such mailing lists, whether generated from departmental records or from another organization's computerized files, periodic surveys (e.g., every two or three years) could be conducted to provide a department with much useful data. A survey might include such questions as:

1. What kind of job do you now hold?
2. What types of jobs have you held since graduation?
3. To what extent did your degree in *speech communication* seem to affect your ability to *get* each of the jobs you have held since graduation?
4. To what extent have the knowledge and skills gained as a speech communication major seemed relevant in meeting the demands of the jobs that you have held?
5. How satisfied were you with the education that you received from this school? From this department?
6. In what ways would you recommend that this school and/or this department change any aspect of the educational process you experienced?
7. What advice would you give to a new speech communication major who wanted to prepare for the kind of career you are now pursuing?

In many departments this type of survey can profitably be carried out by students, providing them with an opportunity to gain experience in performing a most practical communication task (i.e., information-gathering). Departments with student organizations may find that such groups will welcome the opportunity to take on a task which may affect their own career decisions. An alternate approach would be to have several students conduct the study for academic credit as an independent study project in survey research.

Three major benefits may be derived from the periodic collection of such data from one's graduates. First, it should provide useful input to the curricular decision-making process. This is not to say that departments should abandon all courses which two or more students say were "not relevant" to their subsequent careers as lawyers or administrative planning specialists. Nor should they rush to create new courses in "the rhetoric of oneupsmanship" because graduates indicate that such knowledge would be helpful in their careers. What we are saying is that speech communication educators can do a better job of meeting the intellectual and educational needs of students if data are available on how previous students viewed their educational experiences.

Second, the accumulation of data both on the types of non-academic careers that speech communication graduates have entered and on the degree to which their educational background prepared them for the demands of those careers should greatly improve the academic advisement process. Such specific information should not only provide psychological reassurance for new majors; it should broaden their vision of the range of career alternatives open to them after graduation. And, students who have even a general idea of the type of career they are preparing for can make more meaningful course selections both within and outside speech communication departments.

Furthermore, the selection process could be made even more valuable if students had access to the cumulative opinions of those who have preceded them. It would be useful to be able to report such specifics as "most of our students who have gone into government service have recommended that students planning for such careers should try to get as broad a background as possible and avoid over-specialization"; or "a number of our students who have gone into business have told us that—much to their surprise—it was these courses that turned out to be most valuable to them"; or "many of our graduates who are now lawyers tell us that they wish they had acquired more knowledge of human communication processes as well as more forensics experience than they did."

The third major benefit of collecting data on the nature of non-academic careers pursued by speech communication graduates is that such information would be invaluable as part of a schoolwide, statewide, or even nationwide campaign to correct the hazy, often inaccurate, image that many people have of our field. There may be thousands of students who would become speech communication majors, numerous high school and college counselors who would direct students into our field, and countless employers who would seek speech communication graduates, if only they knew what it is we teach and what one can do with that knowledge. Specific data on the types of positions that speech communication graduates hold and their assessment of the value of their education in meeting the demands of those positions are part of what is needed to communicate to others the nature and career relevance of a speech communication education.

Some Ideas from a Sister Discipline

Ours is not the only discipline concerned with gathering specific data to demonstrate its career relevance. A recent publication of the Modern Language Association was written by Linwood Orange for the express purpose of correcting "certain academic fallacies, one being that the English major is predestined to pedagogy and another, correspondingly, that the primary, perhaps sole, function of the college English professor is to perpetuate his own species."[12] This pamphlet aims to "help put matters back into proper perspective by providing documentary evidence that training in English and literature, particularly at the college level, far from being a waste of time, is invaluable preparation for futures in four outstanding professional areas: law, medicine, business and federal service."[13] The evidence presented consists of facts, figures, and comments contributed by "fifty-three law schools and thirty-seven medical schools (all fully accredited and highly reputable) located in twenty-one states, nearly 400 industrial organizations of the 'blue chip' variety, and forty-three governmental agencies" which responded to Orange's survey.[14]

Some of the results of that survey are reported at length for two reasons. First, because of the number of similarities in the background, education, and interests of speech communication and English majors, many of the statements made about the abilities possessed by English majors and the relationship of those abilities to success in a variety of non-academic careers appear equally applicable to our majors. Second, and perhaps more important, this MLA booklet is an excellent example of the kinds of data that need to be gathered and disseminated on behalf of the speech communication field.

After reporting statements by business spokesmen who indicate a preference for articulate liberal arts graduates over strictly business majors, Orange asks whether this is "merely talk, or are such graduates actually being hired by 'big business'?"[15] His survey provides the answer:

> When asked, "Do you hire college graduates who have a liberal arts education with a major in English even though they lack special training in your area?" 85 percent of nearly 400 companies replied "yes." Cutting across the broad spectrum of the business world, these large, highly diversified organizations represented nearly every type of commercial enterprise; classified according to the principal interests of each, they may be arranged in the following twenty-two categories: aircraft, automotive, banking, brewing, chain store, chemical and drug, clothing and textile, communications, construction materials, electrical and electronics, food products, fuel, glass products, household equipment, insurance, machinery and tools, metals, office equipment, paper products, publications, public transportation, and rubber.[16]

When pressed to name some area of business or industry that a speech communication major could enter, our thinking often doesn't go beyond a casual reference to sales or public relations. A similar misconception is that opportunities for employment for English graduates outside of the classroom are limited to fields that are "literary" in nature. Orange's survey provides evidence to the contrary:

> Applicants with a college English background are hired by industry to fill positions in two broad categories. The first utilizes this educational background directly for editing, technical writing, advertising, communications, and other functions requiring grammatical accuracy and literary skills. The other uses the formal education only as an adjunct to the performance of duties in such areas as sales, marketing, personnel management, systems engineering, and programming, positions that require logical thinking and facility in exact communication rather than a specific set of learned skills. *It is in the latter category that by far the greater number of employment opportunities arise* [italics ours].[17]

The variety of positions which are held by former English majors is astounding. Prompted by Orange's survey, a number of organizations ran computer checks of their personnel records to ascertain positions currently held by former English majors. The results of three of those are reproduced in table 7.

In order to provide more general information on the types of careers that English graduates were pursuing, Orange divided all of the positions listed into seven major career areas. He then calculated the percentage of the total number of firms that said they employed English graduates (322 firms in all) which employed them in each of the seven career areas. Of course, some firms listed career opportunities in more than one area; the average was four areas per company. Orange found that 62 percent of the participating firms which employed English graduates employed them in the area of personnel relations; 58 percent in the area of sales and marketing; 51 percent in public relations; 50 percent in management; 44 percent in advertising; 43 percent in editing and writing; and 22 percent in research and investigation. Orange pointed out that editing and writing—the stereotypic business career area for English majors—was actually not so nearly as important a source of non-academic careers as were the less obvious areas of personnel relations, sales and marketing, public relations, management, and advertising.[18]

A careful survey of the kinds of non-academic positions held by speech communication majors probably would reveal the same rich variety of occupations and career opportunities as are indicated in Orange's survey of positions held by English graduates. In fact, it seems likely that many of the positions which could be classified under one of the seven career areas above could be held and probably are being held by speech communication graduates as well.

In addition to materials prepared by individual schools about careers pursued by their graduates, the speech communication field needs to begin collecting and publishing national data on non-academic careers which are currently being pursued by speech communication graduates. Such data could be gathered in two ways. First, the Speech Communication Association could form a task force

Table 7. Positions Currently Held by Former English Majors Now Employed by Divisions of Three Large Corporations

Aircraft	*Office Equipment*	*Steel*
Administrative Analyst, Engineering	Associate Industrial Engineer	Advertising Trainee
Administrative Analyst, Logistic Support	Associate Programmer	Area Inspection Foreman
Administrative Associate, Engineering	Associate Writer	Assistant to Works Manager
Administrative Secretary	Buyer	Audio-Visual Advisor
Buyer	Distribution Staff Aide	Catalogue Reference Librarian
Data Processing Programmer	Manager, Communication Services	Director, Personnel Planning and Development
Editing, Publications Group Supervisor	Manager, Process Systems	Dispatcher
Engineering Information Analyst	Manager, Production Services	Editor
Methods Analyst	Manager, Sales Administration	Employment Interviewer
Public Information Assistant	Manager, Systems Center	Expeditor, Purchasing
Scientific Information Assistant	Market Data Analyst	General Manager, Products
Senior Accountant	Packaging Engineer	Metallurgical Assistant
Senior Administrative Associate	Professional Employment Representative	Personnel Advisor
Senior Aircraft Service Manuals Engineer	Project Designer	Programmer
Senior Aircraft Structures Engineer	Senior Business Development Analyst	Senior Technical Representative
Senior Mathematician	Senior Copywriter	Service Correspondent
Senior Production Liaison Engineer	Senior Engineer	Supervisor, Claims
Technical Librarian	Senior Market Application Analyst	Time Study Man
Wage and Salary Representative	Systems Analyst	
	Teleprocessing Analyst	

to synthesize on a national basis the non-academic career data collected by schools directly from their own graduates. Secondly, a nationwide survey similar to Orange's could be conducted in which business organizations, large industries, and governmental agencies would be polled directly to determine how many of them employ people with undergraduate or graduate degrees in speech communication and the nature of the positions held by such people. The publication of such information by the Speech Communication Association could provide a general, comprehensive, and definitive answer to the question, What *are* people doing with speech communication degrees besides teaching?

Providing descriptive information on the varieties of careers that past speech communication graduates are presently pursuing is only one way—and a somewhat limited way—of demonstrating the career applicability of a speech communication education. A more in-depth approach would include finding answers to such questions as (1) What types of knowledge and skills are typically possessed by people with degrees in speech communication? and (2) To what degree are that knowledge and those skills recognized as instrumental to success in a variety of non-academic careers? The three sections which follow provide at least partial answers to these questions and suggest some strategies for developing more comprehensive answers to them as well.

What Do Speech Communication Graduates Know?

In his satirical essay, "The Masked Communicator: A Plea for Relevance," Huber Ellingsworth suggested that by the end of his or her Ph.D. coursework a typical student of speech communication could, among others, do such things as (1) tell Attic Orators from Asian Orators; (2) pick out all the enthymemes from the "Cross of Gold" speech; (3) detect an empathic response in an audience at an interpretative reading; (4) transcribe phonetically the vowel chart of any speaker; (5) detect statistical (but not social) significance; and (6) fail a student for giving a persuasive speech during an informative speech assignment.[19] Apparently no serious systematic research has been done in attempting to determine the typical attributes of a well-educated speech communication graduate and how they differ from attributes of graduates in other fields.

One study currently in progress which may shed some light on this question was reported in a recent behavioral science newsletter:

> What does a college education mean in terms of intellectual skills and understanding? How does this understanding differ among students who study electrical engineering . . . political science . . . sociology? Questions like these are at the core of research to be done this year by the Educational Testing Service and the Western College Association. More

> than 3000 students at 90 western colleges and universities will take part in the study, "The Academic Substance of a Bachelor's Degree."
>
> According to research psychologist Jonathan Warren, who will direct the work, it will "produce a description of the general learning common to most college graduates, the specific learning acquired in different major fields, and the broad intellectual competencies faculty and students usually associate with a bachelor's degree." Differences associated with campus size and type of institution will also be examined. "If we can find out what college students have learned in certain disciplines," Warren explained, "we can then ask if this is what we want a college degree to mean. If not, we will know how college programs should be changed."[20]

Until such a systematic study has been made, the best we can do is to make some inferences about the knowledge and intellectual skills possessed by speech communication graduates. Steven Brydon, for example, attempted to infer the kinds of skills graduates might possess from the courses typically taught in speech communication departments.[21] Brydon studied the undergraduate course offerings in the 1974–1975 college catalogues of some twenty-three large speech communication departments.[22] He found a total of thirty-three types of courses which were offered by two or more of the twenty-three schools. These types are listed in table 8 in descending order in terms of the percentage of schools teaching each course.

In order to discover the type of training that speech communication graduate students receive, Brydon surveyed the areas of specialization taught in the larger graduate programs described in the *1973–1974 Directory of Graduate Programs.*[23] Examining the offerings of seventy schools with large masters programs, thirty-six of which also had doctoral programs, Brydon identified eleven areas of specialization which were taught in two or more graduate programs. The percentage of schools offering a masters or a doctoral program in each of the eleven areas is illustrated in table 9.

Based on the data in tables 8 and 9, Brydon made some inferences about the skills one might expect a speech communication student to possess:

> At the undergraduate level, if one takes the courses offered by more than half of the schools (excluding the specialized areas of Pathology & Audiology, Radio-TV-Film and Speech Education), it seems obvious that students have the opportunity to be exposed to a wide variety of skills. First, the speech student should have the ability to speak (Public Speaking, Voice and Diction, and often Persuasion and Debate). Second, the student should have an understanding of human motivation (Persuasion, Communication Theory, and quite possibly Oral Interpretation and Theatre). Third, the student should have an understanding of literature (Oral Interpretation and Drama). Fourth, there should be an

Table 8. Types of Undergraduate Courses Offered by Twenty-Three Large Speech Communication Departments

	Type of Course Offered	*Percentage of Depts. Offering*
1.	Group communication/discussion	96%
2.	Rhetoric and public address	91
3.	Argumentation and debate	87
4.	Oral interpretation	87
5.	Persuasion	87
6.	Public speaking	83
7.	Theatre	78
8.	Communication theory	70
9.	Speech pathology and audiology	65
10.	Parliamentary procedure	61
11.	Radio—TV—Film	61
12.	Voice and diction/articulation	61
13.	Language behavior/development/linguistics	52
14.	Speech education	52
15.	Phonetics	48
16.	Interpersonal communication	39
17.	Methodology courses	39
18.	Organizational communication	35
19.	Psychology of speech	35
20.	Business and professional speaking	30
21.	Speech science	30
22.	Semantics	22
23.	Nonverbal communication	17
24.	Speech for teachers	17
25.	Intercultural communication	13
26.	Informative communication	13
27.	Speech composition	13
28.	Communication and culture	13
29.	Interviewing	9
30.	Listening	9
31.	Urban language	9
32.	Psycholinguistics	9
33.	Law and communication	9

Table 9. Areas of Specialization Offered in Seventy Master's Programs and Thirty-Six Doctoral Programs in Seventy Large Speech Communication Graduate Programs

	Area of Specialization	*Percentage of the 70 Depts. Offering*	*Percentage of the 36 Depts. Offering*
1.	Rhetoric and public address	88%	86%
2.	Communication theory	80	86
3.	Speech education	70	63
4.	Speech pathology and audiology	51	55
5.	Oral interpretation	48	47
6.	Radio–TV–film	48	36
7.	Theatre	47	44
8.	Speech science	31	47
9.	Organizational communication	5	8
10.	Small group communication	3	-
11.	Journalism	3	-
12.	Intercultural communication	3	-

> understanding of how groups function, formally and informally (Group Communication/Discussion and Parliamentary Procedure). Fifth, the study of Rhetoric and Public Address, Argumentation and Debate, and Persuasion should help develop the critical thinking and analytical abilities of the student, as well as exposing him to the great issues of today and yesterday. Sixth, the study of areas of Communication Theory, Language Development and Behavior, Group Communication, and Persuasion should acquaint the student with the scientific method as employed in the social sciences. Finally, all of the courses should add to the student's knowledge of man and his communication behavior.[24]

Brydon adds: "Graduate students should continue to develop and sharpen these skills (with the possible exception of actual speaking), although there is an obvious tendency to specialize." "In addition, graduate students can be expected to become more sophisticated in their use of methodology (critical-historical or quantitative) and in the development of their writing skills."[25]

Without making any distinction between B.A. and advanced degree graduates and without stating the basis for his inferences, Williams nevertheless enumerates some of the benefits of a speech communication education:

> Superior graduates of General Speech curricula should possess certain

> specific abilities. Among these are (1) the ability to select only essential and pertinent information from a great mass of data; (2) the ability to select and take the most effective course of action from among several available alternatives; (3) the ability to arrive quickly at well-reasoned solutions to complex problems; (4) the ability to coordinate plans and actions with others; (5) the ability to adapt rapidly to changing conditions, assignments, and demands from others; (6) the ability to maintain superior performance throughout periods of sustained tension and stress; and (7) the ability to present essential information efficiently and effectively under variable conditions in a wide variety of communication contexts.[*]

All of us who have taught speech communication courses for some time would probably agree that many of the abilities listed by Brydon and Williams were indeed among those typical of at least our better students. Many of us could add other qualities and attributes to the list, such as the ability to get along with and to work effectively with people, some adeptness at understanding what others are trying to communicate to us, the ability to articulate and to defend positions that we hold, and a general heightened sensitivity to the important communication variables operating in a variety of situations.

It would be most useful, of course, if someone like Warren would produce some scientifically gathered data on both the "broad intellectual competencies" of college graduates in general and the specific intellectual skills and attributes of speech communication graduates. In the meantime, most of us are at least subjectively certain that many of our graduates possess more than a few of the qualities enumerated above and, furthermore, that these qualities are eminently worth possessing. But are any of these qualities considered particularly instrumental to success in various non-academic careers by those in the position to hire our graduates?

Are Communication Skills in Demand?

One might start by asking the more general question: Are liberal arts graduates in demand outside the academic field? For instance, would not a person anticipating a career in business be wiser to major in business rather than liberal arts? Such is not necessarily the case.

An increasing number of employers are voicing dissatisfaction with managerial employees who specialized before they achieved a well-rounded education. As the *Wall Street Journal* and the *Journal of College Placement* have pointed out, during the past twenty years an alarmingly increasing number of the most promising products of highly reputable business colleges have become "floaters"; unable to hold a position for more than one year, they have drifted from job to job searching for one that really suits them (or at which they can succeed).[27] Although a number of reasons have been advanced to explain this phenomenon, the employers who responded to Orange's survey were insistent on one factor: "Most of their [business-]college trained employees simply are not literate enough to hold managerial positions or to absorb the requisite training."[28]

As a result of such experiences a number of business enterprises have come to prefer the liberal arts graduate. One of the respondents to Orange's survey, Edward Mandt, Personnel Manager for Borden, put it this way:

> Many companies recognize the value of a liberal education. In fact, several have had to send their trained (but not educated) executives back to school in later years in an attempt to acquire it. It is far preferable for a man to get his liberal education before the job and his technical training on the job or in night school than the other way around.[29]

To further illustrate Mandt's point, one of the authors once asked a manager for IBM who was responsible for hiring computer programmers whether he preferred applicants who had majored in mathematics in college or those whose degrees related more directly to computer programming. The manager replied:

> Neither. Actually, a computer programmer's job requires less mathematical background than you might suppose and, frankly, most colleges don't teach computer programming the way IBM wants its employees to know computer programming. *What I look for first* in an applicant for a position as a computer programmer *is the ability to get along well with people and the ability to express himself or herself effectively both orally and in writing.* You see, if our applicants lack skills in computer programming, we're prepared to teach them these skills. But we are not prepared to teach them to deal with and to communicate effectively with people if they haven't already learned these skills before they come to us.

Furthermore, that manager put his finger on the particular skills business executives seek in liberal arts graduates that they find lacking in the overspecialized, technically trained graduates: *communication skills.* This theme is echoed in the responses of many of the employers who participated in Orange's survey:

> A training administrator for a large construction materials corporation comments: "Certainly it is not necessary that every man we hire be a finished public speaker or writer, but it is necessary that he be able to communicate. . . . Some of the reports that I have had occasion to read over the years would curl your hair, and as for oral presentation—many of them can charitably be called atrocious." The personnel di-

> rector for one of America's largest insurance firms says, "One of the chief weaknesses of many college graduates is the inability to express themselves well. Even though technically qualified, they will not advance far with such a handicap." An official of an internationally known food products corporation states, "The ability to read and comprehend what one reads and the ability to translate orally are essential to communication. Communication is essential to controlling and directing people, and people (with the help of machines, but, I repeat *people*) get the job done!"[30]

In fact, there are considerable survey data to attest that those skills in which we expect our speech communication graduates to be most proficient are among those most valued in business and industry. For example, in 1960 a questionnaire was sent to 240 business leaders. One of the questions asked the respondents to indicate what skill (s) they used most frequently. Overwhelmingly, they indicated skill in "communication." These respondents also indicated that of the top six courses used most often (chosen from a list of 64 college courses) four were either communication or communication-related courses. These courses were Business Letter Writing, Human Relations in Business, English Composition, and Public Speaking.[31]

In 1963, public leaders in the state of Washington were surveyed on issues relative to higher education in a complex society. Among the questions asked were several about curriculum areas, including a question asking what degree of knowledge the ideal college graduate should have in the following six curricular areas in order to obtain an executive-type position in the organizations surveyed: physical sciences, biological sciences, social sciences, communication skills, specialized or technical skills, and humanities.[32] Of the 217 public leaders who responded to this question, 45 percent of them ranked communication skills highest, and 95 percent of them ranked these skills as either first, second, or third in importance. As the authors of the study put it, "Communication skills were ranked highest by a substantial degree over the social sciences, humanities, technical skills, and by even a wider margin over physical sciences and biological sciences."[33]

Of course, not all of the respondents meant the same thing when they referred to the value of communication skills. Some thought of communication in terms of the appropriate use of grammar and language in general, others were concerned with the ability of employees to "get ideas across," a few referred more specifically to written and oral communication performance skills, while many focused on communications as a means of understanding and dealing effectively with human beings.[34]

Another, larger study was conducted by Pennsylvania State University's Department of Continuing Education to determine educational needs as perceived by 3,620 managers and supervisors in Pennsylvania business and industry.[35] Separate questionnaires were sent to three levels of management: top managers, middle managers, and first-line supervisors. All three levels of management were asked to rate a number of educational areas on a three-point scale to indicate if they thought they (1) "should have," (2) "could use," or (3) "don't really need" training in each of those areas. Top managers and middle managers were also asked to indicate if the course listed in the questionnaire represented a training need of those they supervise.

The results indicated a pervasive belief in the value of communication skills and knowledge for all levels of management throughout business and industry in Pennsylvania. For example, the following subjects are those which at least 50 percent of the 705 top managers thought that top managers "should have" training in: Communication in the Organization, 59 percent; Management Development, 53 percent; Long-Range Planning and Forecasting for Corporate Growth, 50 percent; Overall Strategy and Goals, 50 percent; Effective Written Communication, 50 percent; and Effective Speaking, 50 percent.

Fifty percent or more of those top managers felt that ten subjects represented educational needs of those they supervise: Effective Written Communication, 74 percent; Effective Speaking, 67 percent; Working Efficiently with Individuals and Groups, 66 percent; Communication in the Organization, 65 percent; Effective Reading Skills, 62 percent; Listening Skills, 61 percent; Performance Appraisal and Counseling Techniques, 57 percent; Management Development, 56 percent; Improving Decision Making of Managers, 54 percent; and Human Aspect of Management, 54 percent.

The report further points out that "when the educational needs are compared by industrial category, the most needed course is *Communication in the Organization,* with 12 of the 22 industrial categories expressing a 'Should Have' need of 60 percent or more."[36]

Four subjects were seen as a "should have" need by 50 percent or more of 1,202 middle managers: Management Development, 66 percent; Working Efficiently with Individuals, 65 percent; Effective Communication in the Organization, 64 percent; and Supervisory Training and Employee Development, 53 percent. Fifty percent or more of the middle managers thought four subjects represented educational needs of those they supervise: Working Efficiently with Individuals, 62 percent; Supervisory Training and Employee Development, 61 percent; Effective Communication in the Organization, 56 percent; and Listening Skills, 50 percent. "When the needs for the subjects were compared by industrial category, the course most frequently wanted by 60 percent or more of the middle managers was *Working Efficiently with Individuals.* This level was reached in 13 of the 22 industrial categories."[37]

Six subjects were seen as a "should have" need by 50 percent or more of 1,713 first-line supervisors: Fundamentals of the Supervisors Job, 64 percent; Leadership, 57 percent; Tools and Techniques of Effective Supervision, 55 percent; Decision Making, 54 percent; Human Aspect of Management, 53 percent; and Communications, 51 percent.

After comparing the educational needs of the three levels of management, the investigators made a series of recommendations, the first of which is of primary interest to the speech communication field:

> The need for additional training in the area of communications—report writing, effective speaking, conference leadership, etc.—is strong for all three levels of management and also for those supervised by top and middle management. The University should expand its programs in this field and make them available at locations convenient to business and industry.[38]

Some idea of the need for communication trained personnel in business and industry is indicated in a study completed in 1965 by Stephen Hartranft entitled "A Survey of Speech-Communication Training Needs and Practices within the 100 Largest Corporations in the United States." Seventy-six of the 100 companies responded. Of the seventy-six, fifty-eight indicated that they maintained a systematic training program in speech communication for their personnel. Twelve of the corporations indicated that they seek college graduates with speech majors for positions in their training programs.[39]

In a 1967 study by Charles Malouf, communication skills were found to be among the most highly desired qualities in business administration graduates. Of all general education courses required for the bachelor's degree, written expression and public speaking were ranked number one and number two as the most helpful for graduates accepting jobs in business and industry according to the fifty recruiters who were interviewed for the study. Those interviewed thought that the ability to communicate, both verbally and in writing, was one of the most desirable assets for business administration graduates.[40]

In order to obtain more definitive information concerning the communication needs of business executives and to obtain their suggestions concerning content for business communication courses, James Bennett in 1970 surveyed fifty-eight California-based corporations that were among *Fortune's* 500 largest United States industrial corporations. Questionnaires were sent to top executives (in most cases to vice presidents) in each of those fifty-eight organizations; thirty-five (60%) were returned. Every one of the respondents felt that effective business communication skills had played a part in their advancement to a top executive position in their company. Sixty-six percent of the respondents indicated that "effective communication skills" had played a "major part" in their advancement, while only 34 percent indicated "some part" in their advancement.[41] Bennett's comments on the relative importance of oral versus written communication and the general absence of oral communication training in most business communication programs should be of particular interest to speech communication educators:

> Oral communication skills seemed slightly more important than written skills to these executives. Ninety-four percent said that they used oral communication skills extensively in their present position, while 6 percent said that they used them occasionally, and none said rarely. Eighty-three percent said that they used written communication skills extensively in their present position; 14 percent said occasionally; and only 3 percent rarely.
>
> These findings indicate that the oral communication skills should not be neglected and that *courses should be offered to business administration students in oral as well as written communication* [italics ours]. Studies of schools of business curricula have shown that most business communications courses have emphasized written and in many cases excluded oral communications.[42]

In a project sponsored by the Committee for Economic Development, some 5,000 people holding key posts in the federal service were studied. Of the six generalizations about the role and status of top professionals in government service, one has special relevancy to speech communication: "The professional's activities require that he be capable of communicating his knowledge effectively and defending it persuasively both inside and outside the agency." Explaining this generalization, the researchers note:

> Of all activities reported by the professionals studied, those consuming a major portion of their time, perhaps three-fourths, can be described as group activities. The professionals were involved in conferences, meetings, and discussions with subordinates, peers, superiors, and people from outside the agency and the federal establishment. Many individuals with whom the professional comes in contact—among his colleagues, in the Executive Office, and in the Congress—do not speak the same language. They depend (and the professional's own success depends) upon his ability to translate complex ideas into understandable terms.[43]

At SCA's 1972 Summer Conference on Career Education representatives from business, industry, and a variety of professions addressed the over 200 participants on the relevance of speech communication to their fields. Their talks included the following topics: Speech Communication Ability and the Counseling Process, The Ministry and Speech Communication, Communication Competencies Required for an Effective Police Officer in the City of Chicago, Speech Communication Competencies Required for a Telephone Company Service Representative, Communication Skills in Retail Sales, Communication Skills in the Field of Sales, Speech Communication Competencies Required for Sears Management, and Speech Communication Skills for Teachers: Accenting Verbal Teaching Behavior.[44]

In a 1974 study of perceived preferences for management training, 217 corporations responded that communication skills rated a higher priority for training than planning, technical aspects of supervision, motivation skills, or technical aspects of the job. In fact, between 67 and 92 percent of those surveyed (depending on the corporate level of the respondent) rated communication skills as either a 4 or a 5 on a scale from 1 (low priority) to 5 (high priority).[45]

One final study provides information about the vocational marketability of a speech communication education. Basically, the topic we have been addressing in this and the preceding section is, What traits does a college-trained speech communication major have that the business world judges desirable? Precisely this same question was asked about English majors in Orange's survey of the 322 business and industrial firms which employed English majors.[46] It appears to us that the answer to this question is also, in part, an answer to ours.

Orange constructed a list of ten specific abilities which he said "it was generally agreed" English majors possess "that are useful in commercial employment (although no one person could be expected to have them all)." He then asked each of his respondents to rate each of those abilities as to its importance to that firm. Those ten qualities, ranked in descending order of importance to the 322 firms taken collectively, follow. The numbers following each item indicate that item's average importance rating on a scale of 1 to 3 (1 indicating the greatest importance).

1. To become reasonably knowledgeable in areas in which there has been no previous training. (1.37)
2. To analyze, interpret, reorganize, and rephrase material. (1.45)

3. To present an argument or to debate logically, succinctly, and clearly. (1.54)
4. To speak well in public. (1.62)
5. To analyze and interpret unpublished data of various kinds in preparing well-documented reports. (1.76)
6. To use general and specialized reference materials in preparing well-documented reports. (1.78)
7. To use research materials with creativity and originality. (1.84)
8. To handle office paperwork with grammatical accuracy, conciseness, and clarity. (1.86)
9. To edit or rewrite material that has been prepared by technical personnel. (1.90)
10. To speak and write a foreign language fluently. (2.90)[47]

The cumulative responses to the various studies reported here seem to furnish a clear and unambiguous answer to our central concern. Communication skills are indeed much in demand in the business and professional world! Furthermore, a careful comparison of the skills and abilities which these studies indicate are most valued by business and industry with the several lists of qualities which competent speech communication graduates are assumed to possess should lead to the conclusion that "what our students have is what a significant portion of business and industry wants."

While such a conclusion is a pleasant one, it is too general an answer to be useful to students who are considering majoring in speech communication and who want to know the relationship between the knowledge and training they will receive and its applicability in helping them to gain entry to and achieve success in any of a variety of non-academic careers. What follows is a description of the kinds of data that should be gathered—on a local, statewide, or national basis—if we are to do a more effective job of specifying and facilitating the non-academic career application of a speech communication education.

Increasing the Specificity of Career Applicability Data

Never will it be possible to lay out in detail the perfect curriculum for achieving success and prosperity in a particular non-academic career. We will never be able to say to a student, "Take these courses or, more broadly, learn these facts and develop these skills and you will be guaranteed a long and successful career as a corporate executive, a broadcaster, or an ombudsman." For, as Orange put it:

> It is conceded that more considerations than college background enter

> into the professional picture, for the degree contributes only partially to the development of the person as a whole. Success, in the final analysis, is a product of rearing, social adjustment, native intelligence, and maturity as well as formal education. A person's initiative, temperament, tenaciousness, affability, common sense, physical appearance, quality of voice, sense of humor, patience, social consciousness, community interests, and even religious convictions, to name but a few possibilities, may conceivably have a bearing on his ability to hold a position, earn promotions, and be content with his employment.[48]

Even if it were *possible* to outline with any degree of specificity the ideal academic preparation for a particular career, we do not believe it would be *desirable* to do so for several reasons. First, as we have indicated elsewhere, we do not believe that preparing the student for success in a particular career is the only or even the most important goal of a college education. Second, people change their minds about what they want to do with their lives and, for that matter, the requirements of various occupations change as well. A college education programmed narrowly in order to meet the specific demands of one occupation simply doesn't allow sufficiently for either change—not to mention the narrow human being it can produce. Third, it has become an educational axiom that an increasingly important function of modern education is to prepare people today for careers which do not yet exist but which will exist five, ten, twenty years hence. The key to performing that function is to develop flexibility in those we educate. A recent Pennsylvania study pointed out that one of the advantages that liberal arts majors in general and "Communications-English" liberal arts majors in particular had over many other types of college graduates was their flexibility. By contrast, they pointed out "the heavy dependence of the engineers, for example, on the selected labor market they serve. Because they have relatively little employment flexibility, any drop in opportunity, however slight, is felt immediately and is likely to have serious consequences."[49] We believe, therefore, that speech communication majors should strive first and foremost to become flexible, well-rounded, liberally educated human beings.

However, within the boundaries of a sound liberal education, there is much that can be done to enhance the career relevance of that education. One of the highest priorities is to increase the specificity of the available data on the relationship between an undergraduate or graduate degree in speech communication and the needs and requirements of a variety of non-academic careers which exist now or are likely to exist within the next fifteen or thirty years.

The first task is to increase and refine our knowledge of the special competencies of speech communication majors. Carefully conducted research sponsored by one of our professional associations, replicated throughout the nation, and designed to determine both the broad intellectual competencies and the specific skills which are typically possessed by speech communication majors would contribute immensely to our ability to demonstrate and to improve the career relevance of a speech communication education. This research, of course, should take into account the fact that there is no such thing as a "typical" speech communication major. While there may be many areas of commonality, there are presumably considerable differences in the competencies of a major whose area of emphasis has been the oral interpretation of literature and one who has specialized in forensics or the behavioral approach to communication theory. It may be necessary to classify speech communication majors into several sub-types and refer to the knowledge and skills typical of each sub-type. Such research would also need to consider the substantial differences in background and competencies one might expect among graduates with B.A.'s in speech communication and those with M.A.'s or Ph.D.'s.

One important consequence of gathering detailed information about what the characteristics of various types of speech communication majors *are* is that it would permit us as a field to discuss more meaningfully what those characteristics *should be*. The information would help us to know whether we are accomplishing our educational goals and would stimulate us to consider whether we are interested in changing or, perhaps, increasing the variety of those goals.

At the same time we are discovering what speech communication graduates know, we should systematically increase and refine our knowledge of the competencies called for in a host of non-academic careers. Simply knowing that business, industry, and professions value communication skills is not enough. An in-depth analysis of the requirements and preferences of potential careers for speech communication majors is indicated. We must learn not only which communication skills are requisite to success in each of these careers, but what additional knowledge and skills are needed. The ability to communicate effectively may be a necessary but not sufficient characteristic to gain entry into and success at a number of careers. For example, we have found that for many management training positions open to liberal arts graduates, while skill in oral and written communication is prized, employers will not even consider a liberal arts candidate who lacks several business courses as part of his or her undergraduate education.

While previous surveys have focused on capabilities considered most instrumental to business success by top and middle management, the single most important source of this information is the entry-level employment interviewer. Most major organizations have staff, often associated with personnel departments, who conduct entry-level interviews with people who are being considered for employment. Each term on most campuses, these organizations send representatives to interview pending graduates. Normally, these employment interviewers will provide written materials describing in general terms the nature of the jobs they are offering and the type of background they are looking for in applicants. This information is helpful in determining the entry-level positions available to speech communication graduates, but it is incomplete.

We need to learn as much as possible about the preferences and prejudices of the people who conduct these interviews (whether on campus or at their corporate offices). Even though a job description indicates that graduates with a B.A. in *any* field will be considered, it is helpful to know how the person conducting the interviews characterizes or stereotypes people with degrees in various fields, especially those with degrees in "speech" or "speech communication." We need to know what traits corporate interviewers seek in the men and women they are considering for employment. What personal characteristcs are preferred? How important to the various interviewers are the applicant's grade-point average, major and minor areas of study, extra-curricular activities, and work experience? How are M.A. and Ph.D. degrees viewed in the context of specific positions? These are the kinds of questions to be asked if we are to get a clearer picture of the applicability of a speech communication degree to specific careers. Surveys can be made on a local level, with representatives of a department questioning interviewers who seek graduates on their campus, or on a statewide or national level, by individual researchers or teams of researchers whose efforts are sponsored and coordinated by one of our statewide, regional, or national speech communication associations.

Once such information has been gathered, the next step would be to organize it into some useful form. One way would be to classify the information relevant to potential careers for speech communication graduates as to whether it applied to those careers for which speech communication training is considered a specific requisite or to those careers which are not "communication careers" per se but for which skill in effective communication is considered one of several important criteria for success. In each of these two broad categories, careers could be further subdivided into broad "career areas." Such a classification scheme would permit us to discuss the career relevance of a speech communication education to a career in various general areas, such as banking, law, retail sales, or politics, rather than limiting us to the prerequisites for a particular job.

Some of the kinds of data we are requesting are discussed in a recently published book by John Zacharis entitled *Your Future in the New World of Communications.*[50] The book categorizes, first, communication roles such as the communicator (which includes anything from politician to salesman); the communications analyst (researchers, communication consultants, etc.); producer of communications (television, advertisements, programmed learning packages, many others); and communication technologist (workshop occupations). Zacharis describes "Ten Basic Careers in Communications" which include: communications and education; advertising and marketing; the media: radio and television; the media: journalism and other writing occupations; the media: educational materials; business communication and sales; personnel; public relations; government-politics-social services; international communication and other areas.

While surveys of employment interviewers and books like Zacharis's will help us to identify and improve the relevance of a speech communication education to numerous non-academic careers which exist today, an even more demanding endeavor is the attempt to predict and hence to prepare for communication-related careers which will be created out of the requirements of the future. As H. Wentworth Eldredge and Olaf Helmer have pointed out, the last decade or so has shown an increasing interest in what is known as "futurism education" and "futures research."[51] The purpose of futures research in the broadest sense is to develop techniques for predicting the future so as to better prepare for it. This work includes the estimation of the alternative futures that could exist depending on the impact on the future of various social and technological choices that are made in the present. Publications in this field available through such groups as the World Future Society, the Institute for the Future, and USC's Center for Futures Research testify to the growth and the importance of this field.[52]

The field of speech communication needs to go beyond the concept of preparing students for careers which exist today and consider those careers which will exist or could exist in the not too distant future. Futures researchers have already directed their attention to such topics as what work will be like in the future[53] and the nature of educational programs which are preparing for a changing future.[54] Perhaps interdisciplinary research conducted jointly among communication researchers and futures researchers could lead to a better understanding of the specific needs for communication-trained people in the future and suggest ideas for modifying speech communication education to prepare for those future careers.

Some members of our discipline have already begun to envision and to describe future new careers for speech communication graduates. For example, Haakenson at USC's 1974 summer symposium, "Advanced Study in Communication: Directions and Prospects," discussed one such new career and the difficulty of finding a name for it:

> There may be a shingle of a new professional around town one of these days but it may be blank.
>
> University graduates who majored in speech communication may set themselves up in general practice but lack a concise title such as accountant, architect, attorney, dentist, engineer or physician.
>
> Ideally, . . . the speech communication student should graduate as does the medical student, qualified to hang out his shingle anywhere and serve humanity, yet free to develop a specialty if he pleases.
>
> "Speech Communicator" is a possible title for such a professional but is unimpressive both in its inadequacy to describe the scope of the practice and in its relative meaninglessness to the people to be served. It is ironic that we who are professionals in communication should be hoisted on this semantic petard. I do believe, however, that with the emergence of professional practice in speech communication will come appropriate nomenclature.
>
> General practice in speech communication can be likened to that in law and medicine. The beginner must be prepared to render a wide variety of basic services to establish the practice and be able to refer complicated needs to specialists. Basic services in speech communication include: speaker, organizer and leader of meetings, parliamentarian, speech writer, audio-visual consultant, coach and trainer, broadcaster, actor, expert in all facets of human listening, analyst and auditor of speech communication networks and circuits, film and broadcast scriptwriter, speakers bureau operator and consultant in all aspects of speech communication.
>
> I believe that one criterion of true professionalism is the ability of the individual to succeed as an entrepreneur, self-employed.
>
> To establish general practice in speech communication, the pioneers will have to be highly versatile, offering a wide variety of services—even more so than the new lawyer or physician, because the "market" or "demand" is only partially defined.[illegible]

In addition to describing the "general practice entrepreneur," Haakenson listed three other principal non-academic areas of opportunity for speech communication majors:

1. **Director of communication.** More and more organizations—private, nonprofit, government—are establishing this post. "Vice-president of corporate communications" is no longer a rarity. The speech communication major who qualifies has to broaden his expertise to include written, pictorial and organizational communication.
2. **Association executive.** Health, welfare, professional and trade associations proliferate and require managers and other staff. Because the work is predominantly communication—conventions and other meetings particularly—and often heavily promotional, the speech communication major often is well suited.
3. A "potpourri" of more closely related, traditional career opportunities, e.g., sales, sales management, broadcasting, acting, political and governmental officeholding (elective and appointive) and staff work, personnel work and training. Arbitration too is a field that speech communication majors should consider.[66]

Some departments are not only envisioning new careers for communication majors but are presently conducting academic programs to train students to enter these new careers. One such innovative program is the new interdisciplinary graduate program in Health Communication currently offered at Texas Technological University. The recruitment flyer describes the program as follows:

> The Texas Tech University School of Medicine is cooperating with the Department of Mass Communications, Texas Tech University, in offering a two-year, professionally oriented master's degree program in Health Communications. It includes an internship, in lieu of a master's thesis.
>
> The program, firmly grounded in human communication theory, is intended to prepare students from diverse academic and professional backgrounds for employment in health care agencies, in medical and other health-related schools, and in health-related media. Concentrations include:
>
> *Health journalism*, for those interested in becoming information representatives in public, private and voluntary health care organizations; and for those interested in working on health-related publications.
>
> *Health media*, for those interested in becoming audio-visual and media specialists in health-related schools and health care agencies.
>
> *Health information science*, for those interested in becoming specialists in the design and operation of health information systems.
>
> *Health communication theory and research*, for those interested in becoming health communication system consultants, researchers and teachers.[67]

By analogy one could imagine the need for professionally trained experts in the field of legal communication or environmental communication or consumer communication.

There are obvious contributions to be made by communication-educated persons in non-teaching academic positions. Potential new careers in this area might include that of communication resource person or communication consultant to individual schools or school districts. School administrators as well as educators in other fields often refer to communication in the classroom. Yet while educational objectives include communication skills, both the goals and the activities to implement them usually are not designed by persons qualified in speech communication. Communication resource personnel, like those in reading and mathematics, could advise schools on comunication curriculum and instruction. As consultants, specialists in organizational communication can assist schools or school districts with their pervasive intra- and inter-organizational communication problems. Communication-trained personnel also can serve valuable functions as program or curriculum evaluators.

There have been several indications in social science literature of the need to create two specific new career positions which seem appropriate for communication-trained people: the social science technician and the social science translator. In 1947 Paul Herring posited the need for a "social science technician," using the term broadly to mean "an individual who has been professionally trained to apply to practical situations the facts, generalizations, principles, rules, laws or formulae uncovered by social science research."[58] In 1959 Harold Guetzkow argued for the creation of a "social science middleman" who was neither basic researcher nor on-the-line practitioner, but rather a translator who takes basic scientific findings and communicates them to the practitioner and the general public. "As information in the social sciences increases, there is more need to differentiate the expert in social science knowledge from both the social scientist and the practitioner. The social engineer is the broad-gauged 'middleman' who knows how to transform basic knowledge from the various social science disciplines into usable forms."[59] In 1969 Gary Cronkhite spoke of the need to create those same two positions for the field of speech communication: "Two types of persons are needed: those who translate and those who apply the findings. Translators must be trained to synthesize and transmit the results of research for and through the popular media. Specialists in communication must be trained to understand the findings and put them to use in solving practical communication problems."[60] In his recent article decrying the lack of practical applicability of much psychological research, Robert Mackie discussed the function of specialist intermediaries in communicating the results of basic research:

> In his formulation of a proposed research and development model for clinical psychology, Broskowski has described a role for an individual

> who "neither does basic research nor dispenses the products of application to the individual consumer." Rather, he is conceptualized as a "man in the middle" who serves as the necessary interface between the basic sciences and applied endeavors by stimulating and mediating interactions among the pure scientists, the product-oriented developer, and the consumer. Instead of emphasizing one or the other end of the process, Broskowski contends that some universities should train specialists to bridge the gap between the poles.[8]

Speech communication departments—perhaps working with other disciplines—can play a major role in training the social science communicators and practitioners called for above.

In short, the field of speech communication must increase the specificity of its knowledge both about the skills and competencies of those we teach and about the needs and requirements of numerous non-academic careers into which our graduates might reasonably enter. Furthermore, we must be more creative in identifying society's future needs for communication-trained individuals; perhaps this should be the theme of one or more summer workshops or a project taken on by one of our professional associations' task forces. For the more we know about society's present and future needs for communication knowledge and skills, the more we can demonstrate and improve the non-academic career application of a speech communication education.

Summary

In this section we have argued that it *is* the responsibility of speech communication educators to concern themselves with the career applicability of education in our field. Some data were presented to demonstrate the variety of non-academic positions currently held by speech communication graduates. An attempt was made to specify some of the intellectual skills and attributes that should be characteristic of speech communication majors. The results of a number of surveys were presented which seem to indicate that in a general sense the communication knowledge and skills that we expect our graduates to have are in great demand in the non-academic world. We have suggested, however, that not nearly enough of the right kind of data exist to enable us to fully understand and demonstrate the career potentials of communication education. A number of specific strategies were presented for gathering and analyzing the required information.

Notes

1. Kenneth Williams, ". . . But What Can I *Do* with a Major in General Speech?" *Western Speech* 35 (Spring 1971) : 124.
2. Ibid.
3. For example, see Alan Boneau, "On Growing Wiser: Learning from Employment Problems of Other Disciplines," *The American Psychologist* 27 (May 1972) : 367–370; Robert B. Coates and Abraham D. Lavendar, "Sociological Specialties and Employment," *The American Sociologist* 7 (May 1972) : 14–15; Emory Evans, Mary Furner, and Alfred Young, "New Problems and Old Elites: Another View of the Job Crisis," *American Historical Association Newsletter* 10 (November 1972) : 55–63; Kurt Finsterbusch, "The Fall and Rise of the Academic Job Market for Sociologists," *The American Sociologist* 7 (December 1972) : 2; Richard B. Freeman, "Labor Market Adjustments in Psychology," *The American Psychologist* 27 (May 1972) : 384–392; Louis G. Geiger, "The Impending Crisis of the Liberal Arts College," *American Association of University Professors Bulletin* 57 (December 1971) : 500–504; Gilbert C. Kellelkamp, *Vocational Opportunities for Foreign Language Students* (New York: The Modern Language Association, 1967) ; Ray W. Noblett, "The Survival of Higher Education," *Change* 4 (May 1972) : 44–47; David Orr, "The Job Market in English and Foreign Languages," *P.M.L.A.* 85 (November 1970) : 1185–1198; and R. R. Palmer, "The American Historical Association in 1970," *American Historical Review* 76 (February 1971) : 1–15.
4. Gerry Philipsen, "What People Do With an Education in Communication Studies," mimeographed, pp. 1–2. (See Appendix C)
5. Robert N. Hall, ed., *1971–1972 Directory of the Speech Communication Association* (New York: Speech Communication Association, 1971) .
6. Loren Reid, "The Status and Strengths of the Profession," *Central States Speech Journal* 24 (Summer 1973) : 104.
7. Ibid.
8. Ibid.
9. "The Trojan Forensic Story" (Unpublished booklet, Department of Speech Communication, University of Southern California) , p. 5.
10. Richard B. Gartrell, "Impact Survey of Career Education on Communication Curriculum within the Thirteen State Region of the CSSA" (Unpublished paper prepared at Doane College, Crete, Nebraska, 1974) . [ED 099 950]
11. Ibid., p. 11.
12. Linwood E. Orange, *English: The Pre-Professional Major*. Second Edition. Revised (New York: The Modern Language Association of America, 1973) , p. 2. [ED 064 276] Permission to reprint passages from this pamphlet was granted by the Modern Language Association of America.

13. Ibid.

14. Ibid.

15. Ibid., p. 6.

16. Ibid.

17. Ibid., pp. 6–7.

18. Ibid., p. 8.

19. Huber W. Ellingsworth, "The Masked Communicator: A Plea for Relevance," *The Speech Teacher* 18 (March 1969) : 156.

20. "What a Degree Means," *Behavior Today* 5 (October 14, 1974) : 265.

21. Steven R. Brydon, "Job Skills for Possible Non-Academic Careers in Speech Communication" (Unpublished paper, University of Southern California, 1974).

22. Brydon selected twenty-three schools from a list of schools in the *Bibliographic Annual in Speech Communication, 1970* (New York: Speech Communication Association, 1971) which had produced at least one hundred M.A. or Ph.D. graduates. Those twenty-three schools were: California State University, Sacramento; University of Southern California; Denver University; University of Connecticut; University of Florida; University of Illinois; University of Illinois, Chicago Circle; Tulane University; University of Iowa; Boston University; University of Michigan; University of Minnesota; University of Missouri, Columbia; University of Cincinnati; Kent State University; Ohio University; Ohio State University; Temple University; Pennsylvania State University; Columbia University (New York); University of Tennessee; University of Wisconsin, Madison; and Marquette University.

23. Brydon selected from a list of schools in the *Bibliographic Annual in Speech Communication, 1970* which had produced at least one hundred M.A. or Ph.D. graduates all of those schools which described their graduate programs in Robert N. Hall, ed., *Directory of Graduate Programs in the Speech Communication Arts and Sciences: 1973–1974* (New York: Speech Communication Association, 1972).

24. Brydon, "Job Skills," pp. 5–6.

25. Ibid., p. 6.

26. Williams, ". . . But What Can I *Do*," p. 126.

27. "Restless Employees," *Wall Street Journal*, 18 September 1967, p. 1; and J. Sterling Livingston, "The Troubled Transition," *Journal of College Placement* 30 (April–May 1970) : 35–41.

28. Orange, *English: The Pre-Professional Major*, p. 5.

29. Ibid., p. 7.

30. Ibid., pp. 5–6.

31. Rollin H. Simonds, "Skills Businessmen Use Most," *Nation's Business* 48 (November 1960) : 88–92.

32. Eugene C. Erickson and Gerald M. Phillips, "A Public Leader's Reaction to Communications Curricula," *Today's Speech* 14 (April 1966): 32.
33. Ibid., pp. 32, 34.
34. Ibid., pp. 34, 36, 38.
35. Samuel S. Dubin, Everett Alderman, and H. Leroy Marlow, *Survey Report of Managerial and Supervisory Educational Needs of Business and Industry in Pennsylvania* (University Park, Pa.: Pennsylvania State University, Department of Continuing Education, 1967). Reprinted by permission of Samuel S. Dubin.
36. Ibid., pp. 1–2.
37. Ibid., pp. 3–4.
38. Ibid., pp. 5–8.
39. Stephen R. Hartranft, "A Survey of Speech-Communication Training Needs and Practices within the 100 Largest Corporations in the United States" (Master's thesis, Bowling Green State University, 1965).
40. Charles A. Malouf, "Evaluation of the Business Curriculum at San Fernando Valley State College" (Master's thesis, San Fernando Valley State College, 1967).
41. James C. Bennett, "The Communication Needs of Business Executives," *Journal of Business Communication* 8 (Spring 1970): 7–8.
42. Ibid., p. 8.
43. John J. Corson and R. Shale Paul, *Men Near the Top* (Baltimore, Md.: Johns Hopkins Press, 1966), p. 101.
44. Patrick C. Kennicott and L. David Schuelke, eds., *Career Communication: Directions for the Seventies* (New York: Speech Communication Association, 1972).
45. Guveng G. Alpander, "Planning Management Training Programs for Organizational Development," *Personnel Journal* 53 (January 1974): 15–25.
46. Orange, *English: The Pre-Professional Major*, p. 8.
47. Ibid., pp. 8, 10.
48. Ibid., p. 2.
49. William Toombs, *The Comm-Bacc Study: Post Baccalaureate Activities of Degree Recipients from Pennsylvania Institutions, 1971–1972*, Report No. 23 (University Park, Pa.: Pennsylvania State University, Center for the Study of Higher Education, August 1973), p. 17. [ED 082 601]
50. John C. Zacharis, *Your Future in the New World of Communications* (New York: Richards Rosen Press, 1975).
51. H. Wentworth Eldredge, "Education for Futurism in the United States:

An On-going Survey and Critical Analysis," *Technological Forecasting and Social Change* 2 (1970): 133–148; and Olaf Helmer, *Accomplishments and Prospects of Futures Research,* Report No. M9 (Los Angeles, Calif.: University of Southern California, Center for Futures Research, August 1973).

52. For lists of available publications write: The World Future Society, 4916 St. Elmo Avenue (Bethesda), Washington, D.C., 20014; Institute for the Future, Middletown, Connecticut; and Center for Futures Research, Graduate School of Business Administration, University of Southern California, Los Angeles, California, 90007.

53. Burt Nanus, "The World of Work: 1980." *The Futurist* 5 (December 1971): 248–250.

54. Burt Nanus and Robert E. Coffey, *Future Oriented Business Education,* Report No. F3 (Los Angeles, Calif.: University of Southern California, Center for Futures Research, April 1972).

55. These statements were taken from a press release written by Robert Haakenson describing the essential content of a talk he gave on 3 July 1974 to the USC summer symposium. His talk was entitled "Needs and Opportunities for the Communication-Trained Individual in Government, Industry, and the Professions."

56. Ibid., pp. 2–3.

57. For further information on this program, write: Chairman, Health Communications Department, Texas Technological University School of Medicine, P. O. Box 4569, Lubbock, Texas 79409.

58. Paul Herring, "The Social Sciences in Modern Society," *Social Science Research Council Items* (March 1947): 5.

59. Harold Guetzkow, "Conversion Barriers in Using the Social Sciences," *Administrative Sciences Quarterly* 4 (1959): 77.

60. Gary L. Cronkhite, "Out of the Ivory Palaces: A Proposal for Useful Research in Communication and Decision," in *Conceptual Frontiers in Speech-Communication,* eds. Robert J. Kibler and Larry L. Barker (New York: Speech Communication Association, 1969), pp. 115–116.

61. Robert Mackie, "Chuckholes in the Bumpy Road from Research to Application," *Behavior Today* 5 (November 11, 1974): 295.

Developing a Career-Oriented Approach to Communication Education

---

As Galvin and Muchmore said, "The question is not 'Should speech-communication educators become involved in career education' [but how]?"[1] We have indicated the need to gather much more specific information in order to facilitate the task. Even with what we know now, a number of useful suggestions can be made about how speech communication departments can increase the non-academic career applicability of the education they provide.

A Career Education Curriculum

The Fifth Annual Gallup Poll of Public Attitudes toward Education, which embraced a total of 1,627 adults and was described as a modified probability sample of the nation, found that

> few proposals receive such overwhelming approval today as the suggestion that schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Nine in 10 persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational program.[2]

Piersol put it more strongly: "In my opinion, . . . it is now the universities who, in order to survive, will need to compete for their customers and develop courses based on a careful analysis of what students need to know in their chosen careers rather than just what the faculty is inclined toward and qualified to teach."[3]

In view of the interest our field has demonstrated in career education through its literature and professional conferences, it seems meaningful to assess the impact of this interest on speech communication curricula. While nationwide data are lacking, Gartrell recently reported the results of his study to determine, among other things, "What, if any, impact career education discussions have had on communication curriculums, particularly within the 13 state region of the Central States Speech Association."[4] After analyzing the responses of some 236 junior and senior colleges and universities, he concluded that "it is readily apparent that career education, though generally favorably perceived, has not been integrated actively into communication curriculums."[5] It was Gartrell's opinion that most schools, although interested in the concept, had simply not yet begun to translate that interest into curriculum changes.

It would be helpful at this time if a nationwide survey were conducted to determine the impact of career education on communication curricula in various types of schools throughout the country. The value of such a study is not in demonstrating—as it probably would—that the majority of speech communication departments have not yet responded to the call for career education. Its value would lie in identifying those departments that have developed career-oriented communication curricula and learning what it is they have done. Successful communication career education curricula that do exist could serve as models for comparable schools interested in learning how to develop such programs.

While more needs to be known about the impact that career education has had on speech communication curricula, we would like to suggest the range of possible curricular manifestations in committing one's department to a career education orientation. Making the decision to emphasize a career education approach may mean a major overhaul of a department's academic program. It may suggest the need to drop from its curriculum a number of courses that are judged no longer germane to a department's clientele. It may require that a department introduce new, nontraditional courses into its curriculum and make substantive changes in the nature and goals of some of the courses that are retained. Such major changes are traumatic, and they should not be made lightly in the haste to "jump on the bandwagon" of career education or whatever else is new or fashionable in our field. However, major renovation may be exactly what is needed in any department whose curriculum is based more on inertia than on a careful analysis of the social and institutional factors that should condition a department's educational objectives. Such a major revision of curricula could have a dramatic effect in terms of both generating enthusiasm among its present students (and faculty) and drawing increased numbers of new students to the field.

For some departments, however, making a commitment to a career education orientation may require minimum modification of a department's existing curricula. It may only involve identifying certain key courses which are recommended for students who are interested in preparing themselves for vocations in certain career areas. Hence, a department might advise students who wish to pursue a career in law or politics that, in addition to the required core courses, they should elect courses in argumentation, psychology of communication, judicial advocacy, and the rhetoric of political movements. Or perhaps those students interested in pursuing a business career at the management level should be advised to take courses in interpersonal communication, small group communication, organizational communication, and business and professional speaking.

When a department accepts the responsibility of developing a career-oriented program, it becomes committed to examining and evaluating its curriculum in terms of its pertinence to the development of viable career perspectives and opportunities. Part of this process must involve identifying non-academic career areas which speech communication majors can reasonably hope to enter and succeed in, and it involves planning programs which will enhance each student's ability to do just that. It is not enough merely to say that speech communication majors are as qualified as any other liberal arts major for a variety of non-academic career areas—we must be able to identify with some degree of specificity the kinds of courses that students pursuing career objective A should take as opposed to those courses especially recommended to students pursuing career objective B.

In planning non-academic career track programs for its majors (whether at the undergraduate or graduate level), each department should take into consideration the full academic resources of its institution—not just those of its own department. For example, in most colleges only 25 to 35 percent of the courses a student takes to earn a bachelor's degree are taken in his or her major department. The balance of the student's education usually consists of a substantial number of general education courses and a lesser number of elective courses. It has been our experience that most departments, in planning programs for their undergraduate majors, do so as if the rest of their students' academic experience did not exist. Consequently, most departmental advisors limit themselves to advice about courses within their departments which the students should take in order to accomplish their degree goals. By enlarging their concept of a departmental academic advisor's role to relate to the student's total educational experience, advisors can help their students increase the career value of their degrees by helping them select general education courses which, in conjunction with their speech communication courses, have relevance for their chosen career areas. Advisors can also help speech communication majors increase the marketability of their degrees by working with them to develop minors or so-called mini-minors in career relevant cognate disciplines.

Furthermore, considering the full academic resources of its educational institution can help a department fill needs that the department itself is not properly prepared to fill. A department which is developing a communication career track for pre-law students may perceive a need for a course in judicial advocacy, or a department with a communication career track for future businessmen might want to include a course in management theory or business leadership. In instances when departments already have on their faculties persons prepared to teach the courses, they might use these qualified people. However, rather than hiring someone specifically to teach such courses or assigning someone to teach them who is not fully qualified to do so, it would be better to recommend that students take relevant courses from departments which are better prepared to teach them. The *quid pro quo* is, of course, that we should urge that other departments adopt the same philosophy, allowing us to provide their majors with that portion of their total educational experience that we are best prepared to give.

We have recommended, then, that speech communication departments interested in assuming a career-oriented posture should (1) identify specific career areas for which a speech communication education should provide an excellent background, (2) develop a number of non-academic career-oriented communication tracks within the speech communication major, and (3) include as part of each track a list of recommended (or, in some cases, required) courses from both speech communication and other departments which will improve students' preparation in each of the identified career areas.

Which career-oriented communication tracks should be created and at what level (B.A., M.A., or Ph.D.) will be determined by individual educational institutions. The answers will depend on the background and interests of each department's faculty, the nature of each department's present and potential student clientele, and even the economic situation and particularly the job opportunity situation in the general area that each institution serves. We have already suggested such possibilities as developing career-oriented tracks in such areas as health communication, legal or judicial communication, environmental communication, consumer communication, pre-law, and business or organizational communication. Haakenson, you will remember, advised that we develop programs to train people to function as independent speech communication professionals and further suggested that we prepare people for careers as directors of communication, association executives, sales managers, political and governmental officeholders, and arbitrators. Zacharis's book on communication-related careers, discussed earlier, suggests more possibilities. Finally, the results of studies such as those previously reported should not only increase our awareness of the range of non-academic career possibilities but also furnish insights into what should go into various career-oriented tracks.

Perhaps some examples of specific communication-related career-oriented tracks would be helpful. Among the several undergraduate career tracks offered by the University of New Mexico's Department of Speech Communication is one which emphasizes interpersonal communication for students interested in the "helping careers." This track includes eleven courses: Introduction to Speech Communication; Interpersonal Communication; Problems of Interpersonal Communication; Intercultural Communication; Problem Solving, Creativity and Communication; Nonverbal Communication; General Semantics; Theories of Communication; Interviewing; Small Group Communication; and Persuasion. Furthermore, the department recommends that students choosing this track supplement their studies with specially designated cognate courses in the areas of psychology, sociology, and guidance.

Since faculty in his department had some experience and interest in the field of aviation, Williams provided "by way of illustration" an example of a pre-professional communication program designed to prepare students for careers in air traffic control:

> We know that our general aim is to familiarize students with the duties and responsibilities associated with operational and staff positions within the Air Traffic Service of the Federal Aviation Administration. The basic limitation imposed is that we will not go beyond a strictly pre-professional emphasis. Graduates of this program will be first and foremost Speech majors educated in the liberal tradition of the university. Our specific purpose, then, will be to complement rather than compete with professional training regimens established by the federal government. . . .
>
> To the existing Speech curriculum we would add a short series of courses which deal with communication structures, policies, and practices in the professional context of air traffic control and flight service operations. Communication would thus become the prime approach to achieving familiarity with the national airspace and with the regulation and control of its components and users. In a normal curricular pattern for a baccalaureate degree, these courses would not be permitted to exceed half the distributional requirement in hours for the major.
>
> Supplementing these courses would be recommended electives in flight training, meteorology and climatology, government agency organi-

> zation, and so on. Within the limits of available funds there would be offered, also, field trips to air traffic service facilities, familiarization flights, flights to monitor procedures "flightside," and static simulation of air traffic control problems in a learning laboratory. When possible, summer internships would be negotiated for students, as well as special briefings and demonstrations at selected Federal Aviation Administration establishments.[6]

And, as Williams put it, "with a little imagination and effort, any Speech department can adopt a pre-professional stance. The career context need not be the air traffic control example adduced here; it could be whatever a given faculty is willing and able to offer as a curricular emphasis."[7] The benefit of such programs in terms of increased enrollments can be considerable: "Experience has already shown that even the promise or rumor of a pre-professional program can increase the major population substantially and can produce an exciting number of inquiries for further information."[8]

Enhancing the Marketability of Each Student's Speech Communication Education

We have argued that speech communication educators and advisors should be concerned with the students' total educational experience and not just that portion of it which takes place in the department. Acceptance of this responsibility by advisors obligates them to go beyond simply recommending particular speech communication courses as the only response to students who inquire into the career relationships of their educational experience. We offer four general recommendations to assist speech communication advisors in broadening the scope of their advisement.

Recommendation 1: Seek Career Counseling Early

Common sense suggests that the logical way for students to plan their education is, first, to carefully analyze their strengths and weaknesses, interests and inclinations; then, to find out as much as possible about the range of available careers in which they—given such qualities—might find satisfying and profitable employment; and, finally, to map out meaningful educational programs designed to maximize the possibility that they will be able to enter and succeed in their chosen career areas. If it is too much to expect college freshmen to have worked all this out (and in most cases it probably is), surely by the time students have finished their sophomore year or are well into their junior year, they will have at least considered some of the possible career applications of their educational experience. It has been our experience, however—and the experience of many career placement people—that liberal arts students, including speech communication majors, often don't even begin to think about possible careers until their last term in college before graduation. Probably the only people who give their vocational futures less thought are the teachers who teach them and the departmental advisors who advise them.

Most college campuses have one or more services whose purpose is to help students in the difficult process of career discovery and development. Many schools, for example, have counseling centers which include on their staffs experts in academic planning and career decision making, skilled in helping students engage in the process of self-analysis, which may lead them to a better understanding of themselves and the direction they want their lives to take. Such counselors often help students to expand their knowledge of "whatever else there is"—how can they want to be directors of corporate communication or technical sales representatives or professional arbitrators if they don't know that such careers exist? Working closely with such counselors are career development and placement specialists, who most directly interact with students looking for entry-level jobs and employers seeking to hire college graduates. These are the people whose business it is to know what the job markets are and will be in various occupational areas, what kinds of graduates various businesses and industries are seeking, and how a candidate can best prepare himself or herself to be favorably evaluated by prospective employers.

We believe that it is essential that career-oriented departments of speech communication work closely with such counseling and career development and placement centers on their campuses. During the 1973–1974 academic year one of the authors, Burhans, serving as Coordinator of the Speech Communication Area of the Department of Speech Communication and Drama at California State University, Los Angeles, participated in the development of close ties between his area and the counseling center and career development and placement center on that campus. Representatives of both centers were asked to speak at Speech Communication Area meetings, and faculty members were invited to explain their area's programs to the staffs of the counseling center and the career development and placement center.

The mutual benefits of this interaction were considerable. First, the faculty learned about valuable student services which they previously had never recommended to students because most of them did not know that such services existed. Second, they became more aware of the fact—some said to their surprise and relief—that training in the field of speech communication is excellent background for careers in many non-academic areas. Third, they learned how to advise students to increase the saleability of their speech communication degrees. Fourth, and perhaps most important, they had an opportunity to educate counselors and career development and placement personnel about the nature of a speech communication education. Subsequent benefits from this educational process included (1) counselors, who previously had barely known the field existed, began sending students who were uncommitted or dissatisfied with present academic majors to speech communication advisors to consider majoring in that field, and (2) career development and placement personnel began speaking positively to employment interviewers of the career applicability of a speech communication education.

A point made clear to the speech communication faculty by counselors and career development and placement people was the wisdom of advising students to seek out these services early in their academic careers. As part of their overall plan for encouraging majors to develop a career orientation early in their educational program, the Speech Communication Area began to publish and distribute to its majors a quarterly "Campus Interview Calendar for Speech Communication Majors," which described the positions and listed the dates that employment interviews were being held that quarter for all available positions for which speech communication graduates could apply. While these employment interview calendars were useful to majors about to graduate, their primary purpose was to expose new speech communication students early in their academic careers to the range of possible non-academic career opportunities.

Recommendation 2: Develop Key Marketable Skills

A business executive tells a story about a group of executives who were initially unimpressed by a new colleague who had a Ph.D. until they learned while working with him on the preparation of a business report that he was the only one among them who knew how to type. While typing is not among the specific marketable skills we had in mind, the story does illustrate the point that when seeking employment, in addition to having "an understanding of the complexities of the human communication process" or "sensitivity to communication variables in any situation," it also helps to have one or more easily observable and highly valued skills.

If there is any point that comes through clearly in reading job descriptions for liberal arts majors, in analyzing the results of surveys taken on the qualities that businesses are seeking, and in talking with career placement people, employment interviewers, and representatives of government, business, and industry, it is that *the non-academic world wants people who can write.* Whether for writing memos or reports or business letters, the ability to express oneself effectively in writing is both highly prized and highly visible (especially in its absence).

Business and industry tend not to make the distinction that often is made in the academic world between oral and written communication. If we describe ourselves as effective communicators, they expect us to be effective in both spoken and written communication. One of the most important pieces of advice that can be given to speech communication majors who want to increase their employability is to systematically perfect their writing skills.

In addition to giving advice, departments of speech communication can assist students in accomplishing this goal. One way, of course, is for the instructors of each speech communication course in which written assignments are given to consider the students' ability to express ideas in writing as much a part of the goals of the course as is the mastery of new concepts and factual material. Another approach, when feasible, is for instructors to introduce one or more written communication courses into the speech communication curriculum, or, a more practical solution, to identify in the department of English those writing courses most likely to help speech communication students improve their expository writing skills. Of course, the introduction into the speech communication curriculum of particular non-academic career-oriented tracks may imply the need to develop or recommend specialized writing courses in such areas as written business communication, technical report writing, or any of a number of journalism classes.

For students who are preparing themselves for careers which require the direct utilization of their communication training (such as public relations, director of corporate communication, or speech communication professional), as contrasted with those careers for which any liberal arts major might quality, we can offer additional advice.

First, *don't neglect your oral communication performance skills.* There is a tendency in most speech communication departments to emphasize performance at the lower division level and to deemphasize it in upper division courses in favor of a more theoretical and conceptual approach (for example, we participate in group discussions at the lower division level, but we study small group communication phenomena at the upper division level). And in most schools, with the possible exception of the oral interpretation area, it is almost unheard of to offer performance courses at the graduate level. As a consequence, perhaps, we have all heard speech communication Ph.D.'s make convention paper presentations which they would grade C-minus in their own basic speech courses. We are not, however, suggesting the inclusion of "Fundamentals of Public Speaking for the Speech Communication Ph.D." courses in doctoral programs. We are recommending that speech communication educators periodically remind graduate as well as undergraduate students that as speech communication majors—especially if they want to be employed in career areas which make specific use of their communication background—they will be expected among other things to possess competence in speaking. It is a reasonable expectation that speech communication majors, undergraduate or graduate, should be able to communicate effectively. It is the responsibility of their departments to provide opportunities for them to improve communicative abilities.

Our second piece of advice for the speech communication major who plans to seek employment in a communication-related career area is to *develop some media skills.* As a director of corporate communication or a public information officer, one would be expected at a minimum level to know about the effective use of such devices as film, slide, or overhead projectors and audio or video tape recorders. Such a person might also be expected to know something about the preparation of slides or the production of a filmed or video-taped presentation. Perhaps in their striving for academic status, some members of our field have become disdainful of such plebian skills as "making an effective chart" or "putting together an effective slide presentation," but these are among the more visible and valued skills that will be expected of someone applying for a position as a specialist in business or organizational communication.

Again, some departments of speech communication may wish to develop courses in these areas. Others may want to recommend that their students taking the "organizational communication track" or the "communication management consultant track" take media courses from other departments which specialize in these areas. However it is done, people seeking careers as communication specialists should be able to demonstrate both that they are effective written and oral communicators and that they have some knowledge of and skill in the use of a variety of audio and visual media.

Recommendation 3: At Least, Learn to Speak the Language

Earlier we spoke of business's disenchantment with business school graduates who were "overspecialized," hence too narrow in their focus. Academic career placement advisors point out, however, that employers are also not interested in liberal arts majors who are "underspecialized." That is, business has found that liberal arts majors lacking any training, experience, and knowledge about career areas in which they are seeking employment have a difficult time making the transition from the academic to the commercial world.

Hence, in the early 1970s, partly as a response to the declining market for liberal arts majors in the academic world, career development and placement counselors began to advise students, "If you like the liberal arts, but wish to prepare yourself for a career in the non-academic world, there is no need to change your major to business or engineering. What you can do is markedly increase the marketability of your liberal arts degree by carefully choosing your elective courses so as to give yourself the essential background for the general career area you may be entering." As one placement counselor put it, "If you want a job in a given career area, the least you can do is learn to speak the language of that area so that the employment interviewer can see that you have *some* knowledge or interest in a career in his field." The term "mini-minor" was coined to describe a block of four or five career-related courses which liberal arts majors could take outside of their major department in an area related to their non-academic career goals in order to supplement and increase the marketability of their liberal arts education.

We recommend that the career-oriented speech communication department develop a series of mini-minor programs for those of its students interested in preparing for non-academic careers. The first step in developing these programs is, of course, to identify non-academic career areas in which a department's students can reasonably hope to find employment. The next step is to consult career placement personnel and representatives of the identified career areas to ask such questions as, "What knowledge, what skills, what kinds of academic courses would you recommend to liberal arts students in addition to their normal liberal arts education to make them especially attractive applicants for entry-level positions in these career areas?" That information can be taken to the departments which provide such training to learn: "Specifically, which four or five courses that you offer would you recommend for liberal arts majors with no other training in your field who want to learn the things which placement people and employers have told us they need to know to be successful in these fields?" Finally, after cross checking those recommendations with the original business representatives and placement personnel, print up and distribute the recommended mini-minors to all speech communication majors.

One of the handicaps to departments developing such mini-minors is the belief some faculty have that in times of decreasing student enrollments it is not wise to send majors to other departments for part of their training. To the contrary, we would argue that the creation of mini-minors and similar programs where departments recommend that their students take certain career relevant courses in other departments will lead to an increase and not a decrease in the total number of students taking speech communication courses. First, most such outside courses can be taken in addition to rather than instead of those which majors would normally take from their home departments. But even if that were not the case, it has been our experience that when such recommendations are made as part of a well designed and well publicized career-oriented speech communication program, the result is a significant increase in the number of majors drawn to a department, which more than offsets the small loss of number of departmental units taken per student.

Furthermore, new students can be attracted to speech communication courses by an active department which not only develops and promotes mini-minors in other fields for speech communication majors to take but also mini-minors in speech communication for students who major in other disciplines. Remember that English majors, to be marketable in the non-academic world, need to be effective in both written and oral communication. Remember those sometimes too narrowly trained business majors who might increase their employability by taking a mini-minor in speech communication, which might include courses in argumentation, group discussion, persuasion, business and professional speaking, and organizational communication. Imagine mini-minors for science and engineering majors which might include courses in technical communication and the communication of scientific information to the lay public. Police science students need to develop community relations and intercultural communication skills; pre-law students who major in political science normally need a speech communication mini-minor in political and judicial communication; the possibilities are considerable. The point is that imaginative departments with a career-oriented stance can increase both the number of majors and the number of non-majors they serve.

Recommendation 4: Get Some Career Relevant Experience

There is a humorous—but not too funny—story circulating around college placement offices which goes something like this: "Question: What type of graduate are they looking for? Answer: A bright 22-year-old graduate with a master's degree and 30 years' experience!" Plainly, the best way to learn a job is to do it; the best way to demonstrate that you will be able to do a job is to have done it successfully in the past; and, for that matter, the best way to determine if one is going to like a particular job or career area is to try it out for a while before making a long term commitment.

Hence, one of the best answers we can give to speech communication students' questions about how they can find out if they would like a non-academic career in a particular career area or how they can increase their ability to find an entry-level position in their chosen career area upon graduation is, "Go out and get yourself a part-time job in that career area while you are still completing your degree." Obviously, the future teacher who tutors young children or does student teaching beside a master teacher while still in college is better able to demonstrate his or her potential for future success than is one who has had no job-related experience. The speech communication major planning a career as a personnel director who has part-time experience in a personnel department and the major preparing for a career in government who has experience in a county commissioner's office are in a better position to evaluate their tentative career choices and to demonstrate their aptitude for them than are counterparts with equivalent academic background who lack this career-related experience.

However, departments can do much more than simply advise their students to get career directed work experience. They can make that experience available and supervise both the quality and the academic and career relevance of that experience by developing so-called cooperative education or internship programs as part of their regular undergraduate and graduate degree programs. To do so would certainly be consistent with current trends in higher education.

As Piersol indicated, "there appears to be a growing trend away from an education that leaves the learner capable of only talking about concepts and skills without being able to use them toward an educational approach with emphasis on 'direct experience' (intern or apprenticeship) learning."[10] This type of education, often referred to as "cooperative education," is on the increase. As Harriet Berger pointed out:

> From its origin at the University of Cincinnati in 1906 to its establishment on 235 campuses in 1971, cooperative education has grown by leaps and bounds, particularly in the last decade, and gives promise of an even more rapid growth in the years ahead. One source estimates that over 500 cooperative education programs will be underway before the end of 1980 in over 200 fields of study.[11] [And there has been an] extension of programs of cooperative education in all kinds of institutions never before concerned with this kind of education, into community colleges, junior colleges, institutions awarding a baccalaureate degree, graduate schools, industry institutes, governments at all levels and non-profit organizations of all kinds.[12]

Furthermore, the National Commission for Cooperative Education, funded by both the Kettering Corporation and the Ford Foundation, has been particularly interested in strengthening such programs among the liberal arts disciplines. Edgar Draper suggested the present range of liberal arts cooperative education programs:

> Let me mention some of the varieties of non-engineering and non-business programs that . . . exist. For example: anthropology at the University of Florida; art at more than a dozen institutions throughout the United States; behavioral sciences at four institutions; child development at seven institutions; communications at some fifteen institutions.
>
> There are programs in English, in fine arts, in French, in geography, in German, in history, in home economics, in library science, in psychology, and on through Spanish, speech, statistics, and zoology.[13]

But what exactly is cooperative education? Basically, it is a plan of education that incorporates meaningful productive work into the curriculum as a regular and integral element. While there are numerous variations in the kinds of cooperative education programs, Berger classified such programs according to their aims into three major types: the training program, the sampling program, and the life-style experience program. She explains:

> *The training programs* are essentially designed to provide students with the training which will qualify them to work as permanent employees of the particular employer after graduation. . . . Students in applied curricula tend to dominate these programs. However, there is no reason, at least in theory, why liberal arts students particularly in the social and behavioral sciences could not benefit by such an arrangement.
>
> *The sampling programs* give students an opportunity to investigate various types of jobs in the expectation that one may point the way to a career. These jobs are generally entry level jobs and, in contrast to training programs, do not provide increasing responsibility because the students go from one employer to another in the course of the college career.
>
> *The life-style experience* embraces a whole host of possibilities where the objective is not so much preparation for a career or earning money. . . . The emphasis here is on living and working in another culture. . . . And the theory which rests on observable facts is that exposure to these kinds of experiences will enrich the student's own perspective vis-a-vis himself, his peers, his family and the academic community to which he returns and may, or may not, point him toward a career.[14]

Whether it be the training program, the sampling program, or the life-style experience program, we recommend that career-oriented departments establish speech communication (and related) internships as part of their career-oriented undergraduate and graduate degree programs. The existence of such internships could increase not only the non-academic career relevance but also the marketability of such degrees. The establishment of speech communication internship programs could also be an important factor in attracting many new students to the field of speech communication. Furthermore, having a number of successful speech communication internships functioning throughout the nation should materially assist in educating the non-academic world about the nature and value of a speech communication education as preparation for numerous non-academic careers.

A number of speech communication departments have already begun to develop such programs. We have identified 28 speech communication departments which have already established or are in the process of developing speech communication internships (see table 10). The Speech Communication Association might well sponsor

Table 10. Selected List of Schools at which Speech Communication (or Related) Departments Have Initiated Internship Programs

School	*Location*
Agricultural, Mechanical and Normal College	Pine Bluff, AR
Appalachian State University	Boone, NC
Boise State University	Boise, ID
California State Univ., Fullerton	Fullerton, CA
Cleveland State University	Cleveland, OH
University of Detroit	Detroit, MI
Drexel University	Philadelphia, PA
Elmira College	Elmira, NY
Freed-Hardeman College	Henderson, TN
University of Georgia	Athens, GA
Golden West College	Huntington Beach, CA
University of Kansas	Lawrence, KS
Kittrell College	Kittrell, NC
Lane Community College	Eugene, OR
Los Angeles Trade Tech. College	Los Angeles, CA
Mary Holmes College	West Point, MS
Mohawk College of Applied Arts and Technology	Hamilton, Ontario
Norfolk State College	Norfolk, VA
Ohio State University	Columbus, OH
Ohio University	Athens, OH
St. Joseph's Calumet College	East Chicago, IN
University of New Mexico	Albuquerque, NM
University of South Florida	Tampa, FL
University of Southern California	Los Angeles, CA
State University of New York at Buffalo	Buffalo, NY
Wake Forest University	Winston-Salem, NC
University of West Florida	Pensacola, FL
University of Wisconsin (Platteville, College of Industry)	Platteville, WI

a nationwide survey on the status of internships in our field. In addition to discovering how many and what type of educational institutions have such programs, the survey could seek to determine the nature and type of internship programs that exist, the kinds of students participating in such programs, the organizations into which speech communication interns have been placed, and the successes and difficulties which have been experienced by departments which have functioning internship programs. From all of this data could be generated a handbook describing the most effective strategies for establishing and conducting various types of speech communication internship programs.

Until such a handbook is written, here are suggestions which may be helpful to departments that want to launch their own internship programs. Perhaps the most important advice that we can offer on the establishment of internships is to make sure that each internship experience has a clearly defined educational objective. While an internship is a part-time job, it must be much more than that if it is to serve the purpose for which it is intended. Emphasizing this point, Stewart Collins wrote:

> Several concepts are central to a traditional cooperative education program. The student's off-campus experience should be related as closely as possible to his field of study and individual interest in the field. The employment must be a regular, continuing and essential element in the educational process. Some minimum amount of employment and minimum standard of performance must be included in the requirement of the [internship program]. The working experience shall parallel as closely as possible his progress through the academic program.[15]

In order to develop a viable and flexible speech communication internship program which has academic integrity, four key decisions must be made.

First, which students should be allowed to participate in speech communication internship programs? For almost any competent student at any level in higher education there can exist an academically sound internship experience which is beneficial to both the student-employee and the employer involved. While a doctoral candidate majoring in organizational communication may serve his or her internship by handling such complex and difficult tasks as analyzing and improving the internal communication within a major organization, the upper division undergraduate major might serve his or her internship in an architectural firm as one of several assistants to the business development officer who is responsible for making oral presentations to prospective clients. The point is that internship positions can vary greatly in terms of the amount of prior knowledge, background, and experience each requires as well as in the amount of responsibility each entails. The idea is to carefully match the needs and requirements of particular internship positions with the skills, knowledge, and interests of the students seeking to fill them. Furthermore, after the initial match has been made, it is necessary to obtain sufficient feedback from both the employer and the student-employee as the internship progresses to be able to identify any problems and correct them if possible or terminate the internship if necessary.

Some departments may want to set minimum requirements a student must meet before being eligible to participate in an internship experience. Some may wish to establish general requirements such as junior standing, a minimum grade point average of B minus, and recommendations from two faculty members. Other departments may wish to establish more specific academic requirements such as stipulating that a student wishing to secure a political communication internship first complete courses in persuasion, mass communication, and the rhetoric of political campaigns. Furthermore, while some departments may make the internship experience an option available to any student who qualifies, others may want to make it part of the requirements for certain speech communication tracks. For example, it may be reasonable to include among the requirements for a Ph.D. in organizational communication a one or two term graduate internship in some type of moderately complex organization.

Second, what type of internship positions should be developed? The possibilities are almost limitless. One could start by reviewing the 85 career areas listed in table 6 (see p. 44) and the 32 positions listed in Philipsen's handout (see Appendix C) to be reminded of the rich variety of non-academic positions which speech communication graduates do hold. Internship positions might be created in any of these career areas. Of course, some of these career areas appear more directly relevant to training in our discipline than do others; serving as an intern apprentice to a travel agency counselor seems less directly related to our students' communication education than does being an intern in personnel relations or serving as an assistant to an army information officer. But if we remember that the larger portion of liberal arts B.A. graduates tend to enter career areas which view their college education as a general educational requirement for entry into those areas rather than specific for-the-job training, it seems reasonable that speech communication departments might provide for their undergraduate students some internship experiences which are not specifically related to their speech communication education. On the other hand, it seems an unwise investment of intellectual resources if departments do not attempt to place graduate students into internship positions which directly require their specialized training in communication and cognate disciplines. Each speech communication department should attempt to develop internship experiences which relate as closely as possible to the abilities, needs, and interests of the students it serves.

Perhaps an example of one recently initiated internship program will be useful. During the spring quarter of 1974, twenty-two Department of Communication seniors and graduate students from Ohio State University participated in that department's first organizational communication intern program. As a part of the requirements for a class called Practicum in Organizational Communication, each of the students spent 12–15 hours per week in a nearby organization. In each case, the intern was given a communication-related project to complete during his or her term in the organization and, generally, was treated as an "entry-level" employee of that organization. The intern was supervised by an official of the organization who met with the student periodically and eventually evaluated the intern's total performance for the quarter. Examples of some of the organizations they worked in and the projects they undertook may be seen in table 11.[16]

Speech communication departments may wish to establish internship programs that take advantage of the special talents and interests of their faculties. Williams indicated, for instance, that one of the reasons his department set up a pre-professional communication program for air traffic controllers was that some members of that faculty had experience and interest in the field of aviation. If one department has a faculty member with a background in engineering, it may want to encourage an internship program specializing in communicating technical information to non-technical consumers. If another faculty member has professional ties with the medical campus, internships could be created in a hospital or a medical clinic. An internship which focuses on police-community relationships might be initiated by faculty members who consult with law enforcement agencies. Each department should make use of the unique talents and interests of its faculty. Furthermore, departments should be guided in the type of internship programs they establish by the characteristics and needs of the communities they serve. A speech communication department located in the Southwest may establish internship programs which focus on improving communication between the Indian and non-Indian populations in that area. Departments in Detroit may wish to develop internship programs in the automobile industry. Departments located in any state capital may wish to develop internships in the legislative, executive, or judicial branches of their respective state governments. In short, each speech communication

Table 11. Selected Internships Performed by Ohio State University Communication Students—Spring 1974

Organization	Job Description; Task Accomplished
Bank, personnel office	Designed and wrote a manual for new employees of the bank.
University	Designed a questionnaire to be used to gather data involving regional campuses across the nation; produced a film-strip describing the college to incoming freshmen.
Brewery, personnel office	Conducted a study of the communication skills of first-line foremen and worked on an exit-interview guide for the personnel office.
University, director's office	Conducted a feasibility study for a fund-raising program.
Environmental protection agency	Developed a communication linkage between her agency and the various regional planning agencies in Ohio.
Automobile insurance company, personnel office	Worked as a personnel assistant and conducted a study dealing with communication between superiors and subordinates.
Book publishing firm, personnel office	Worked as a personnel assistant and helped develop a performance appraisal system.
University, women's sports office	Served as a sports information director for women's sports at this university.
City chamber of commerce	Developed and marketed a "career education" package for local elementary and secondary schools.

Table 11.–Continued.

Organization	*Job Description; Task Accomplished*
Roman Catholic Church, diocese office	Acted as the public relations/communication consultant for the diocese.
University, public relations office	Acted as a public relations assistant.
Manufacturing company, personnel office	Conducted an in-depth study of this company's grievance procedures.
City school system, community relations office	Involved in various public relations and community affairs projects.
University, director's office	Developed a faculty and staff newspaper.
International corporation, human resources department	Evaluated the firm's management development program and designed an employee survey.
Chemical company, employee relations office	Worked in the area of equal employment and designed a brochure for women describing employment opportunities in firm.
Milk company, personnel office	Developed a script for a motion picture to be shown to this firm's new employees.

department should develop internship programs which make the best use of its total resources, including its students, its faculty, and the opportunities which exist in the community it serves.

Third, who should be responsible for setting up these internships and how? The establishment and administration of speech communication internship programs may take a variety of forms. On some campuses, there may be offices of cooperative education which will work with speech communication faculty in locating organizations willing to sponsor or employ interns and in helping them to administer the internship programs once they are established. In other schools, the internship program could be coordinated by a single faculty member who makes the initial contacts with organizations to establish the internship positions and then turns the supervision of each internship over to various members of the faculty. Some departments now offering internship programs provide their students assistance in finding internship positions and supervision once the positions are secured, but they make it clear that the task of finding an organization willing to sponsor an internship position is the responsibility of the student. We suggest that the student *not* be the one responsible for finding and securing the internship position for two reasons. First, in order to establish the best atmosphere for the proper supervision of the internship experience, it seems better that the agreement be between the university (or department) and the sponsoring organization, rather than between an individual student and that organization. The former relationship makes it easier to screen out intern candidates who are not appropriate for particular positions and to reprimand or dismiss interns who are not performing satisfactorily. Secondly, the establishment of a "communication internship position" in a sponsoring institution rather than a "job we've given to Sam Student" may make it possible to keep filling that position with another student as each completes his or her agreed upon term.

Related to the question of how such internships should be established is that of whether or not the sponsoring organization should pay for the services of the intern. Our answer is a definite yes—and no. That is, as a general rule a sponsoring organization should be expected to pay the intern a salary commensurate with his skills and the requirements of the job. First, it is only fair that the intern be compensated for his services—the purpose of an internship program is not to allow business to exploit student labor in the name of education. Secondly, paying the intern for his services should increase the seriousness with which both the sponsor-employer and the employee-intern approach the internship experience. A firm that is paying an intern is less likely to give him meaningless work on the theory that "it's not costing us anything, anyway." Nor are they likely to fail to evaluate seriously the intern's work performance, for which they are paying. Similarly, the intern himself is less likely to neglect the responsibilities of the internship on the grounds that "it's only an academic exercise" if he is being paid for the services he performs.

Generally, it is a weak internship program whose main appeal to the sponsoring organization is that it will not cost them anything. The department should point out to interested organizations the advantages to those organizations of making paid internships available to its students. One such advantage is that it gives the sponsoring institution a chance to look over interns as potential long-term employees at relatively low cost—it is less costly to evaluate a future full-time employee as a part-time employee than to hire a person full-time sight unseen. Another advantage is that internships can provide an organization with a supply of highly motivated and unusually well-qualified employees to fill part-time jobs which might otherwise remain undone or be done by employees of lesser quality. Third, an internship permits the employer to tap into the resources of the university at relatively low cost through the intern and, perhaps, the faculty advisor. When the intern is a doctoral candidate whose duties include helping an organization solve important communication problems, this advantage can be considerable. A final advantage to a sponsoring organization is the satisfaction (and possible positive public relations) it receives from assisting in the education of a deserving student.

Although as a general rule it is desirable for the sponsoring institution to pay a fair wage to the employee-intern, there may be certain circumstances under which offering an intern's services (with the intern's consent, of course) at a reduced rate or at no cost to the sponsoring organization may be warranted, the prime circumstance being when permitting a "low-cost" or "no-cost" internship would create an educationally worthwhile experience not otherwise available. For example, numerous charity or philanthropic organizations whose budgets might not be able to support a paid internship could use the help of a communication intern and provide him or her with experience that would itself be sufficient compensation for the time and effort expended. Consumer advocate groups, city or county hospitals, local political candidates, noncommercial community-supported radio and television stations, and small newly formed businesses and organizations of all types might benefit from the services of a low-cost or volunteer intern while providing a sufficiently rich experience to justify the reduced compensation. Whenever a low-cost or no-cost internship is established, it is important that such internships be even more closely supervised by sponsoring faculty members to underscore the serious intent of the intern-employer relationship.

Fourth, how shall such internship experiences be supervised and evaluated? In order to ensure the academic integrity of a speech communication internship program, it is essential that the intern's on-the-job experience be carefully supervised and fairly evaluated. We think it appropriate that student-interns receive academic credit for their internship experience.[17] Most speech communication internship programs do provide varying amounts of academic credit for different types and lengths of internship experience.

In most cooperative education or internship programs, the supervision of the intern is considered primarily—or often, exclusively—the responsibility of the intern's immediate superior in the sponsoring organization. In some cases, a close liaison between the on-the-job supervisor and the sponsoring faculty member may permit that faculty member to do some of the supervising from his or her university office. Or, as George Sanborn points out, the faculty member may find it advantageous to visit the internship site:

> Although not essential, personal visitation by the professor in charge to the company where the student is employed may be of general advantage. In the process, the faculty member becomes more familiar with the operation of the business and its long-term requirements and is able to make increasingly effective recommendations of students for the program.[18]

Some departments use a negotiated contract which is signed by the academic coordinator, the field supervisor, and the intern at the beginning of the internship period. This contract typically stipulates the nature of the internship, the number of hours per week the student will work, objectives of the internship, specific assignments which the student will undertake, and the criteria for evaluation of student performance. In their article on speech communication internships, Wolvin and Jamieson present the following sample contract drawn up for one of their Congressional speechwriting internships:

> *Objectives:* During this internship, the student will:
>
> 1. Research and write speeches for a principal.
> 2. Adapt oral style to a principal.
> 3. Develop an awareness of her strengths and weaknesses as a speech writer.
> 4. Compile a polished portfolio of her speeches.

Responsibilities of the Internship: The student agrees to:

1. Attend a weekly briefing session with the Senator's speechwriter.
2. Participate in weekly conferences with staff members designed to identify intended audience for the particular speech. . . .
3. Research the assigned topic area using the Library of Congress Legislative Reference Service.
4. Organize the research materials in appropriate categories.
5. Present an outline of the speech to the Administrative Assistant.
6. Confer with the Administrative Assistant on the development of the speech.
7. Develop a rough draft of the speech incorporating the speechwriter's comments.
8. Submit the draft to the speechwriter by the assigned deadline.

Academic Responsibilities:

1. At the end of the semester, the student will submit a log of her daily activities in the internship along with copies of all writing completed. . . .
2. Revised copies of the material written during the internship will be compiled according to the portfolio guidelines stipulated by the academic supervisor. No less than eight revised speeches will be submitted.

Evaluation:

1. Evaluation will be based on the academic coordinator's assessment of the adequacy of the log and the speeches generated and on the judgment of the field supervisor concerning the adequacy of the student's adaptation to the work environment. The final grade will be assigned by the academic coordinator in consultation with the field supervisor.

Additional Conditions:

1. The student will meet with the academic coordinator at least three times during the semester to report on the progress of the internship. . . .
2. As the schedule permits, the student will participate in any special tasks congruent with objectives of the internship which may arise in the Senator's office.

Date of contract: ______________________________

Approval of Field Supervisor: ______________________________

Approval of Academic Supervisor: ______________________________

Signature of Student: ______________________________[19]

As the above contract indicates, the evaluation of the intern is usually done by his or her immediate supervisor and the faculty coordinator. Sanborn explains how this is often handled:

> . The student is evaluated by his supervisor on the job and by the professor in charge [of the student's internship experience]. The supervisor evaluates job performance; the professor evaluates any outside assignments, such as book reports, activity logs, and term papers. These outside assignments by the professor, although related to the job, are not to be done on job time; they are "homework" in the precise sense of the word. Although it is hoped that the professor and the on-the-job supervisor will counsel with one another, the professor is conscious of the prerogatives of the employer and judiciously avoids any unrequested intrusion into the superior-subordinate relationship.[20]

Depending on the length and nature of the internship, the professor may ask the supervisor to make periodic reports on the intern's progress (a general preference) or may decide that a single end-of-the-internship report is sufficient. The type of report might range from an informal conversation to having the supervisor respond to an intern evaluation checklist (see an example used by Cleveland State University, Appendix D) to asking the supervisor to submit a formal written report on the intern's performance. It should be remembered that it is a normal part of many supervisors' jobs to periodically write performance evaluation reports on each of the employees they supervise. These reports serve both as feedback to upper management and as tools for training and counseling the employees so evaluated. We would hope that supervisors would conduct the same kind of performance evaluation interviews with interns as they do with their other employees. It also is sound policy to ask the interns to evaluate the internship experiences (see Cleveland's "Student Evaluation of Cooperative Position" form, Appendix D). Such evaluations may help interns improve their own performance in future jobs and may also suggest to faculty members ways of improving the internship experience for future interns.

Summary

In this chapter we have recommended that departments interested in developing career-oriented programs identify specific career areas for which a speech communication education should provide a valuable background and then develop a number of non-academic career-oriented tracks within their major. Four recommendations were made for helping students increase the career relevance and marketability of their educational experiences. First, we have suggested that students begin early in their academic careers to investigate career areas that will be available to them upon graduation so that they can better plan their educational experiences and prepare themselves for entry into and success in their future occupations. Second, we have advised speech communication majors—in addition to getting a good liberal education—to develop some key marketable skills such as the ability to express oneself effectively orally and in writing and the ability to use a variety of communication media. Third, we have pointed out that the judicious selection of courses relevant to a student's probable career area taken from cognate disciplines might supplement and enhance his or her speech communication degree and provide a competitive edge over other liberal arts majors seeking the same entry level positions. Finally, we have suggested that students gain some career relevant work experience while still in school. Speech communication internships are a promising means of providing students with the most worthwhile form of experience.

Notes

1. Kathleen Galvin and John Muchmore, "Career Education: A Challenge," *Central States Speech Journal* 23 (Spring 1972) : 63.
2. George H. Gallup, "Fifth Annual Gallup Poll of Public Attitudes toward Education," *Phi Delta Kappan* 60 (September 1973) : 42.
3. Darrell T. Piersol, "Responsibility for Career Training," *Bulletin of the Association of Departments and Administrators in Speech Communication* 6 (January 1974) : 22.
4. Richard B. Gartrell, "Impact Survey of Career Education on Communication Curriculum with the Thirteen State Region of the CSSA" (Unpublished paper, Doane College, Crete, Nebraska, 1974) p. 3. [ED 099 950]
5. Ibid., p. 8.
6. Kenneth Williams, ". . . But What Can I *Do* with a Major in General Speech?" *Western Speech* 35 (Spring 1971) : 127–128.
7. Ibid., p. 129.
8. Ibid.
9. At the same time, of course, English majors were sent handouts encouraging them to improve their oral communication skills by taking recommended courses in Speech Communication.
10. Piersol, "Responsibility for Career Training," p. 23.
11. James W. Wilson, "Development," in *Handbook of Cooperative Education,* eds. Asa Knowles and Associates (San Francisco: Jossey-Bass,

1971), p. 3, as cited by Harriet F. Berger, "Cooperative Education for Liberal Arts Disciplines," *Journal of Cooperative Education* 9 (May 1973) : 61.

12. Berger, "Cooperative Education," pp. 61–62.
13. Edgar D. Draper, "Higher Education over the Next Decade—The Role of Cooperative Education," *Journal of Cooperative Education* 10 (November 1973) : 8.
14. Berger, "Cooperative Education," pp. 62–63.
15. Stewart B. Collins, "Types of Programs," in *Handbook of Cooperative Education*, eds. Asa Knowles and Associates (San Francisco: Jossey-Bass, 1971), p. 30.
16. Gary T. Hunt, "Report on the Intern Program" (Unpublished report, Ohio State University, June 1974).
17. Resistance to the granting of academic credit for the cooperative education experience is discussed in Berger, "Cooperative Education," pp. 66–67.
18. George A. Sanborn, "Business Internships," *Georgia Business* (Bulletin of the Graduate School of Business Administration, The University of Georgia, Athens) 24 (November 1964) : 5. Reprinted by permission of the publisher.
19. Andrew Wolvin and Kathleen Jamieson, "The Internship in Speech Communication: An Alternative Instructional Strategy," *Today's Speech*, 22 (Fall 1974) : 7–8.
20. Sanborn, "Business Internships," p. 4.

Extending Opportunities for Career Communication

Our aim in the concluding section is not to inventory the tasks ahead for the speech communication field in order to extend its influence. Such an effort would go far beyond the purpose of this book. A good review of unfinished professional business can be found in proceedings of the summer conferences sponsored by the Speech Communication Association since 1966. These annual meetings have dealt with long-range goals for the field and with developmental strategies in education, research, and service. The 1972 conference was centrally concerned with exploring prospects for career communication education. At that conference, Barbara Lieb-Brilhart summarized the ways in which speech communication might better meet career education responsibilities at the college level:

1. The multiplicity of careers or life styles dependent upon communicative effectiveness should be taught and published.
2. The interdisciplinary and team teaching approaches to communication education should be promoted.
3. The fact that we are providing preparation for any career via service and in-service courses should be publicized.
4. The present emphasis on consultative roles of our faculties should be stressed and expanded.
5. The contribution that symbolic interaction experience can make to the individual's choice and practice of self-fulfilling and socially promotive life's work should be publicized.[1]

These recommendations are responsive to profound changes in education and society that place fresh demands on the speech communication field. The evidence is convincing that if we are to meet these demands, we must reconsider the notion that the only or even the primary mission of every speech communication department is to train teachers. The prospect of a new outlook to meet changed circumstances is not a disagreeable one. We find ourselves in agreement with Haakenson's observation:

> The shrinking of teaching positions in speech communication may be the best thing to happen to the field. There is so much to be done, and professional speech communicators have so much to offer, it is high time the expertise find application in the marketplace, in industry, the professions and the community.[8]

A Campus Action Plan

Career communication education can itself contribute to the field, serving as an instrument for reaching other sectors of the campus and community. An effective philosophy and program of career orientation can help relate speech communication to other departments, provide new problems and locales for research, and stimulate enrollment by offering alternative career opportunities to students. The following account is drawn from the experience of a department at one large urban university when it made the decision to locally publicize its programs, its graduates, and the speech communication field in general. This is an example of what an inventive department can do to extend its influence. These efforts were part of a larger campaign to overcome a decline in the number of majors and students enrolled in speech communication courses by publicizing the department's newly revised program.

The first step in the campaign was to reach students who might increase the enrollment either by majoring or minoring in speech communication or simply by taking one or more courses in speech education. To attract majors, a brochure was developed which described the field in general and the speech communication program in particular and invited interested students to visit the department for more information. Brochures were posted on bulletin boards throughout the campus and were left in quantity at campus information centers, counseling centers, and student lounges. When students did call or come into the department, they were promptly given appointments with the department chairman or any of several designated faculty to discuss the major at length in terms of the student's abilities and interests. Many new majors joined the department as a result of these efforts.

Since all undergraduate students were required to take the basic speech communication course, the department took advantage of that opportunity to tell them about other courses offered. The department began to publish each term a popularized description of all of the departmental courses to be offered during the following term. The descriptions were posted wherever students congregated and were made available in the department office; they were distributed to all students in basic speech communication courses shortly before the early registration period. When particular courses seemed relevant as cognate courses for students majoring in other disciplines, handouts were prepared with the popularized descriptions under headings such as "Speech Communication Courses Especially Recommended for Criminal Justice Majors" or "Speech Communication Courses Recommended for Business Majors." These discipline-specific handouts were sent to advisors, who frequently posted them or distributed them directly to advisees. The cumulative effect of this direct advertising campaign was an increase both in the number of speech communication majors and in the total number of students enrolled in the department's courses.

The second phase of the publicity campaign was designed to reach those who were in a position to recommend courses or programs to students. We have already mentioned the department's efforts to educate members of the counseling and career development centers. During the process of identifying and developing mini-minors in other areas for their majors, speech communication representatives had the opportunity to inform other fields about speech communication content and its relation to the interests and needs of the students in those fields. On several occasions, speech communication faculty members were invited to meetings of other faculties to identify key courses that might be of benefit to the host department's students. Because a large portion of students came from surrounding community colleges, the department sent representatives to speak at meetings of local community college counselors. Members of the forensics squad occasionally were invited to speak at neighboring high schools about the forensics program in particular and the overall speech communication program in general. These efforts also contributed to heightened interest in the speech communication program and increased enrollment.

The third phase of the public relations campaign was designed to reach people in commerce and government who are potential employers of speech communication graduates. Curiously, this phase of the campaign was stimulated by a chance remark made by a career development officer: "You know, when job interviewers come to campus to interview applicants, they often ask us to arrange to have them take a business professor or an engineering professor to lunch. I've never heard one ask to take a history professor or a speech communication professor to lunch." The department responded in several ways. First, a list was secured from the career development office of about 70 interviewers who frequently came to campus to fill positions for which liberal arts majors were eligible. These interviewers were sent a two-page letter which described the field of speech communication, asserted that speech communication graduates were probably among the better qualified liberal arts candidates, and invited them to visit the department to learn more about speech communication programs and graduates. Interviewers were asked to describe their fields and employment requirements. The campaign met with moderate success.

The examples presented here are merely suggestive. Creative speech communication departments can devise other effective ways of publicizing their programs. Individual departments can conduct specific local campaigns to communicate the merits of their activities and programs to potential majors on their campuses, to students in other fields who might elect to minor or take courses in speech communication, to high school and college counselors who advise students, to placement personnel who interact with campus job interviewers, to job interviewers themselves, and to the surrounding communities. A department's undergraduate or graduate student organization also can assist in publicizing their field.

A Community Action Plan

All of us at some time have met expressions of bewilderment in the community when the term "speech communication" was used. Some people simply do not know of the existence of the field; others in commerce or government, who might be expected to possess accurate knowledge, hold imperfect perceptions of the nature and scope of the field. You will recall Taylor and Buchanan's observations about many organizations' lack of familiarity with communication education. Even more inexplicable is the absence within educational data-gathering agencies, including those of the United States Office of Education, of operational definitions acceptable to the field.

Occasionally it is thought that our principal concern is with communicative disorders. For example, in a letter dated August 7, 1974, the Los Angeles Area Office of the United States Civil Service Commission responded to our request for information about entry-level careers for speech communication majors. Their reply (in part) follows:

> This is in reply to your inquiry about federal careers in the field of Speech Communication. We are enclosing two announcements for job opportunities in the area. As stated in the announcements, the minimum requirement for Speech Pathologists is a Master's degree which included 18 semester hours in speech pathology; and for Speech Tech-

nician, a Bachelor's degree in Speech Communication or a closely related field.

"Speech communication experts are still perceived by most people, including business and professional men, as speakers, teachers, and possibly ghost writers," points out Marjorie McGregor. She adds:

> A primary part of the difficulty stems from honest public misunderstanding. People who are not directly associated with some aspect of speech communication, and even some who are, do not realize the changes and development the field has recently undergone. It is little wonder, therefore, that employers are frequently unable to determine where the training fits into their organization. Our responsibility is to inform them. Those of us who teach communication fail to practice what we teach in the improvement of our public image.[3]

The speech communication discipline should begin systematically, regularly, and professionally to correct these misunderstandings. In her provocative article, McGregor describes courses of action for national and regional associations. They should:

> Undertake to identify employment positions which can be filled by communication-educated persons. This survey can be followed by efforts to reeducate potential employers about the field and the unique competencies of its graduates.
>
> Take the initiative in general public relations activity. Radio and television "talk shows," informative programs, and even educational commercials would perform an informing function about speech communication.
>
> Work to strengthen political support for the discipline. Lobbies at the state level are utilized by a number of fields. Many legislators at state and national levels have benefited from speech communication education, but we have seemed reluctant to enlist their support for the profession.[4]

These are modest, achievable recommendations for public persuasion, applicable to any academic field and to higher education itself. Yet they have special cogency for a field whose core purpose is improvement in the communication of symbols of inducement.

The Speech Communication Association conference of 1972 also considered measures that would enhance SCA's contribution to developing career education programs. Major tasks for the national professional association included the following:

1. Clarify the meaning of career education by formulating a working definition to permit explorations of the relationships between career preparation and communication.

2. Broaden its role as a public relations medium for the type of graduate we are producing.
3. Serve as a liaison agent with personnel officers and recruiters in government, business and industry to provide continuing dialogue on careers based on speech communication.
4. Sponsor research to assess attainment of career education objectives in our field.
5. Serve as a career education clearinghouse for our membership.
6. Gather information regarding career opportunities related to the field of speech communication and disseminate this information through appropriate channels.
7. Analyze the communication competencies common to business and the professions and those that are unique to each of them. This should be done by the selection of a sample of industries and professions to be studied by a group of trained communication researchers.
8. Publish a new career brochure expanding information about careers available to speech trained people.
9. Add to its placement listings positions in areas other than teaching.
10. Aggressively conduct a public relations campaign to inform various career personnel and the public about the speech communication field and the competencies of people trained in this field.[5]

Our final point proceeds from the assumptions that we ought to be interested in informing others of the uses and applications of knowledge about human communication and, at the same time, that we ought to be interested in extending the influence of our field. But neither objective can be met unless we greatly expand a national audience that is largely limited to colleagues and students.

An optimistic estimate of the primary audience for materials produced in the speech communication field would be about 15–20,000. The *Quarterly Journal of Speech* reaches about 6,500 SCA members, some 3,600 of whom also receive *Speech Monographs* and some 5,400 *The Speech Teacher.* The *Journal of the American Forensic Association* is sent to 2,000 AFA members, the great majority of whom belong to SCA and to one of the regional associations. The *Journal of Communication* extends this readership, although the majority of members of the International Communication Association also belong to the Speech Communication Association and to one of the four regional associations. Several regional journals are exchanged with members of other regional associations, but most of their members belong to SCA and many belong to AFA. So the national and regional publications are circulated among an interlocking professional membership of about 10,000. The larger estimate cited first reflects the assumption that others, outside our field, find reason to consult our journals.

Now this small national audience would not be so important if it weren't also true that people who write for the speech communication publications seldom write for any publications outside the field. We propose to suggest two avenues for enlarging the audience of potential consumers of speech communication knowledge.

Because most articles by speech communication authors are written for and read by others in speech communication, our circle of professional influence tends to be self-limited and fairly constant. In thinking of ways to broaden this circle, it is tempting, though not very helpful, to recite the names of well-known national publications. Of course we would like to see articles about human communication written by informed colleagues appear in *Daedalus, Horizon, American Scholar, Harpers, Scientific American,* and other journals of quality. It also would not be useful to merely list titles of important academic journals. Clearly much of speech communication scholarship is appropriate to the periodicals of other fields, particularly history, psychology, sociology, political science, and English. We assume general assent to these observations.

Although they tend to be overlooked, there are families of publications that appear to be natural vehicles for speech communication content. The first includes journals of secondary and higher education, which deal with curricula, programs, and school policies. These publications, addressed to educational policy makers, typically contain articles and information about subject fields. A second logical group of publications serves business and industry; these periodicals frequently contain popular articles on communication subjects. Authoritative advice could be supplied by speech communication writers. The two lists contained in Appendixes E and F are selective inventories that will illustrate the scope and potential for readership outside our own professional field.

Overview

This book contemplates a shift in outlook for the speech communication field. While we have provided evidence of a declining academic job market, we would still endorse the shift even if the Golden Age of higher education were at hand. Our feeling is that the knowledge and skills of human communication that we create and teach belong outside the university's gates, to be used, tested, and improved. We want to increase the ways in which society depends on the speech communication profession.

In preparing this book we have found statements by enthusiasts for career education who downgrade the humanistic pursuits of a liberal arts curriculum. We have also read pronouncements of those who hold what Barnaby Keeney called "the rather theological belief that liberal education should be purposely useless." We reject both views as being narrow and illogical. We think that the distinguished educator Stephen Bailey put the case well:

> If career education emerges without heavy doses of inputs of liberal education, the future of this nation will be bleak indeed. We will be fragmented into a patternless mosaic of technicians who will know everything about their job except its place in the scheme of things.[1]

Our argument has been for an interrelation of career and liberal education. We view career education not only as job preparation, but as preparation for the broader roles in society, including work, that are open to the educated citizen. Moreover, we see career education as a fully integrated aspect of the speech communication program, not as a new component to be grafted onto the curriculum. An internship program can involve students irrespective of specialized interests or can emerge, for example, from courses in argumentation, small group communication, or persuasion. Strategies for application of subject matter can be discussed in any course. Graduate seminars in a number of areas might use the community as a laboratory. We can tap the resources of specialists outside the academy. Gaps between school and society can be bridged in countless ways.

What we most need to do is ponder some simple questions: How can the skills learned in our courses be used? To what careers is this knowledge applicable? What can be done to inform the community about the kinds and uses of communication knowledge? What should the organized profession itself do in order to convey a more accurate understanding of speech communication? The questions are simple, not easy. We have tried to provide guidance in the search for adequate answers.

Notes

1. Patrick Kennicott and L. David Schuelke, eds., *Career Communication: Directions for the Seventies* (New York: Speech Communication Association, 1972), p. 78.

2. This statement was also taken from the press release written by Robert Haakenson describing the essential content of a talk he gave on 3 July 1974 to the USC summer symposium. His talk was entitled "Needs and Opportunities for the Communication-Trained Individual in Government, Industry, and the Professions."

3. Marjorie McGregor, "Speech Communication Careers: Analysis and Prescription," *Journal of the Oklahoma Speech Communication Association* 2 (Fall 1974) : 4. Reprinted by permission of the publisher.

4. Ibid., pp. 4–5.

5. Kennicott and Schuelke, *Career Communication: Directions for the Seventies,* pp. 82–83.

6 Stephen K. Bailey, "Career Education and Higher Education," *Educational Record* 54 (Fall 1973) : 258.

Appendixes

Appendix A

University of Southern California
Department of Speech Communication
announces

Advanced Study in Communication Directions and Prospects

This symposium will be concerned with expanding the uses of human communication knowledge in academic and non-academic settings. Our central purpose is to explore the present and potential uses [illegible] speech communication research and instruction. We want to inventory the contemporary applications of communication knowledge. We want to discover what one can do with a major or graduate degree in speech communication other than teach the subject. Like the SCA Conference on Long-Range Goals and Priorities (September 1972), we are concerned with "occupational futures, business and academic, in the field of human communication."

24 June	Darrell Piersol, Division Director of Administration and Personnel, IBM, Princeton, New Jersey. Topic: "How to Communicate to the Public and Potential Employers the Applicability of Human Communication Knowledge."
3 July	Robert Haakenson, Associate Dean, School of Business Administration, Temple University. Topic: "Needs and Opportunities for the Communication-Trained Individual in Government, Industry and the Professions."
10 July	Burt Nanus, Director, Center for Futures Research, University of Southern California. Topic: "Methods for Studying the Future and Predicting Changes That Will Affect Communication Education."
24 July	Malthon Anapol, authority on communication and the legal profession, University of Delaware. Topic: "Problems and Directions in the Study of Legal Communication."
29 July	David Smith, Associate Dean of Social and Behavioral Sciences, Ohio State University. Topic: "The Impact of Conceptualization and Methodology on the Applicability of Communication Research and Instruction."
17 July	*(Special Workshop)* Patrick Kennicott, Associate Executive Secretary for Research, Speech Communication Association, will conduct an all-day workshop on the art and science of grantsmanship entitled "Resources and Strategies for Funding Communication Research and Development Projects." Enrollment will be limited to the first fifty persons who apply.

Appendix B

Youth and the Meaning of Work

Manpower Research Monograph No. 32
U.S. Department of Labor, 1973, p. 28.

The data . . . make clear that, whatever their sex, race, or socioeconomic background, many graduating seniors feel that their career selections were not made in any systematic or reasonable fashion. Rather, they believe they were forced to make career-related choices to meet the requirements of the college process, which insists upon the declaration of an academic major even though the student may not be prepared to make such a commitment. It is also apparent that many students "fall into" rather than select a field of study. Too often career choices are made with very little knowledge about the salient dimensions and consequences of such a choice.

College personnel seem to assume that someone somewhere has in fact provided the student with the information needed to make reasonable career-related decisions. The data suggest that such is rarely the case; indeed, many students have only a vague understanding of the content and structure of the careers for which they are headed. It also appears that many faculty members of both secondary schools and colleges believe that matters of career choice, career information, and career training are neither the legitimate nor the appropriate responsibility of our educational institutions. At the same time, the majority of students come to college with the expectation that they will be provided with career information and essential career skills.

This research would certainly suggest that both the high school and the college should go beyond informal and infrequent counseling sessions, to implement specific programs directed at providing students with necessary career information. Consideration should be given to the development of courses and programs which deal exclusively with career data and career training.

A critical finding of this research is that the majority of college seniors do hold positive attitudes toward work. Their prevailing work ethic places high expectations upon work and careers. They see work as much more than a means to earn money, as a means to an end, as a means of attaining social prestige, or as a means of fulfilling societal expectations. Their ethic includes the strong belief that work must be individually satisfying and at the same time of real value to the society. The expectations for work and careers are not considered separate or apart from other important aspects of the individual's life. Work is considered an essential part of one's life, but not the most salient or critical element. Individual and familial relationships, according to most respondents, are not to be sacrificed for occupational success or mobility; rather, work and family are expected to blend together in some meaningful and satisfying manner.

Appendix C

What People Do with an Education in Communication Studies

Gerry Philipsen

The ultimate worth of any educational experience is whether it educates, humanizes, liberates. Nonetheless, employment commensurate with education is no longer automatically available to holders of the bachelor's or higher degrees, and students are—and quite properly—concerned about what their education will prepare them to do in the world. This report does not deal with all the ramifications of that topic; it does, however, report what some students who have majored in Communication Studies do eventually choose as a career.

This report is a partial and arbitrary, not comprehensive and representative, sampling of some graduates in Communication Studies who have pursued non-academic careers. The source of information is the 1972 *Directory* of the Speech Communication Association. I compiled the report by searching the *Directory* for examples of the types of jobs now held by graduates of programs in communication (speech, speech communication, rhetoric, etc.). It would take several pages to list every interesting occupation I found—I have arbitrarily selected only a very small portion of the total to include here. Further, the SCA *Directory* is itself a very limited source of information—on the whole people in non-academic positions do not join SCA and are consequently not listed in its directory, even though they have graduated with a communications degree. Nor is the listing a "Who's Who" of former speech and communication majors. It is merely a sample of the range of the kinds of jobs reported.

In the first column of the following page is the title or nature of the work reported; in column two, the firm or type of organization; in column three, areas of interest as reported by the respondents; in column four, the year of the granting of the highest degree obtained by the person and the name of the institution granting the degree. In column three, areas of interest are abbreviated—IntComm refers to Interpersonal Communication, Intercult to Intercultural Communication, CommTh to Communication Theory, RTV to Radio and Television, Sem to Semantics, GenSp to General Speech, BehSc to Behavioral Sciences, and BPS to Business and Professional Speech.

While I have emphasized that this list might not be representative of graduates as a whole, I think the information listed gives a prospective major in Communication Studies some idea of the range of the kinds of things people do in the world with an education in our field. Furthermore, the list suggests to present majors in the field some possible career options which they heretofore had not considered.

My personal reaction to the list is that there is an interesting diversity of careers represented and that a Communication Studies major has available to him a wide range of career opportunities.

What People Do with an Education in Communication Studies (cont.)

Position or Type of Work	*Name of Firm or Type of Firm*	*Areas of Interest*	*School and Year of Highest Degree*
Ph.D.'s			
Personnel Director	IBM	BPS-BehSc-CommTh	Purdue 1955
Director of Public Rela	Standard Oil Company	Rhet-Sem-RTV	not given
Research Analyst	U. S. Information Agency	Intcult-CommTh-BehSc	U Iowa 1965
Communication Specialist	Metropolitan Council	Intcomm-CommTh-BehSc	U Minn 1972
Bureau Economic Devpt	State of Pennsylvania	BPS-Media-CommTh	U Iowa 1952
For Serv Info Officer	USIS, Am. Embassy, Tokyo	Intcult-Media-CommTh	U Mich 1962
Head, Motion Picture Sec	Library of Congress	BehSc-Media-RTV	U Iowa 1960
M.A.'s			
Film Producer	Film-Making Company	Film-Media-PubAdd	U Missouri 1968
Public Relations	Banking Firm	Interpret-IntComm-Acting	So Ill Univ 1971
Non-Print Specialist	Suburban Library System	Interpret-Intercult-PubSpk	U Illinois 1970
Communications Analyst	Banking Firm	BPS-Intcomm-Psych	U Wisconsin 1968
Personnel Analyst	Idaho Personnel Comm	GenSp-Intcomm-Sem	U Denver 1971
Claims Officer	State Farm Insurance	PubAdd-SocStud-Hist	Cal State 1971
Consultant	So Calif Edison	Rhet-GenSp-Ethnic Stud	U Arizona 1962

Research Coordinator	Colorado Comm on Higher Ed	RTV-Media-Intercult	U Colorado 1968
Foreign Service Officer	Department of State	BehSci-Intpcomm-Intcult	Purdue 1971
Adult Education	Girl Scouts of America	IntpComm-Ethnic-PubSp	U Tennessee 1968
Instructor, Re-Educ	Neighborhood Youth Corps	Theatre-GenSp-English	U Cincinnati 1968
Communication Research	Virginia Research, Inc.	General Sp-SpEd-Media	U Missouri 1971
Mngmt Instructor	Minneapolis Honeywell	Intcomm-CommTh-Interpret	U Minnesota 1969
Narcotics Education	State of New York	IntComm-CommTh	U Denver 1968
Broadcaster CBS	RTV-Media-Theatre	RTV-Media-Theatre	Syracuse U 1959
Media Analyst	Advertising Agency	Media-RTV-Comm	U Missouri 1972
Info Officer and Lect	Atomic Energy Commission	Rhet-Media-BPS	Case Western 1969
B.A.'s			
Program Director	American Medical Assn		Northwestern U
Director of Sales	747 Travel Center	PubSp-Foren-Deb	U Bridgeport 1970
Admin Assist.	Wyo Dept of Pub Assist	PubSp-Intcomm	U Wyoming 1963
Adm Services Coord	Hospital	BPS-PubSp-Rhet	Kent State U 1972
Lecturer	National Stockbrokerage	BPS-RTV-Intcomm	U Maryland 1964
Assoc Director of Trng	U. S. Civil Service Comm	BehSc-Intcomm-Media	U California 1959
Career Ed Director	Xerox Learning System	BehSc-Intcomm-Psych	Bradley U 1964
Consultant	Mich St Chamber Commerce	CommTh-Intcomm-BehSci	Mich St U 1968

Appendix D

THE CLEVELAND STATE UNIVERSITY

Cleveland, Ohio 44115

Employer's Evaluation of Cooperative Student

Name____________________ School __________ Major ________ Work Period __________

Employer____________________________ Job Title____________________

INSTRUCTIONS: The immediate supervisor will evaluate the student objectively, comparing him with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individual standards.

Coordinator____________________

RELATIONS WITH OTHERS

☐ Exceptionally well accepted
☐ Works well with others
☐ Gets along satisfactorily
☐ Has some difficulty working with others
☐ Works very poorly with others

ATTITUDE — APPLICATION TO WORK

☐ Outstanding in enthusiasm
☐ Very interested and industrious
☐ Average in diligence and interest
☐ Somewhat indifferent
☐ Definitely not interested

JUDGMENT

☐ Exceptionally mature
☐ Above average in making decisions
☐ Usually makes the right decision
☐ Often uses poor judgment
☐ Consistently uses bad judgment

DEPENDABILITY

☐ Completely dependable
☐ Above average in dependability
☐ Usually dependable
☐ Sometimes neglectful or careless
☐ Unreliable

ABILITY TO LEARN

☐ Learns very quickly
☐ Learns readily
☐ Average in learning
☐ Rather slow to learn
☐ Very slow to learn

QUALITY OF WORK

☐ Excellent
☐ Very good
☐ Average
☐ Below average
☐ Very poor

ATTENDANCE: ☐ Regular ☐ Irregular

PUNCTUALITY: ☐ Regular ☐ Irregular

OVER-ALL PERFORMANCE:

Outstanding	Very Good	+ Average –	Marginal	Unsatisfactory

What traits may help or hinder the student's advancement?

Additional Remarks (over if necessary):

This report has been discussed with student ☐ Yes ☐ No

(Signed)____________________________ Date______________
(Immediate Supervisor)

This form is recommended by the Cooperative Education Division, ASEE

RM 1540-1

The Cleveland State University Cooperative Education Program
STUDENT EVALUATION OF COOPERATIVE POSITION

ORGANIZATION ______________________________ STUDENT ______________________________

ACADEMIC LEVEL ____________________ MAJOR ____________________ QUARTER __________ YEAR __________

This evaluation will be very important in determining the value of your work experience, both for yourself and for students who may wish to follow you in the same situation. The evaluation should be honest and indicate problems as well as your progress during the period. Please add your evaluative remarks on the reverse side so that your Coordinator can counsel with the organization to improve and maintain the program.

I. Educational Value or Merit
- ☐ Exceptional opportunity
- ☐ Worthwhile experience
- ☐ Generally not too useful, but might help some
- ☐ Probably of no value (please comment, over)

II. Attitude toward Student

A. — Supervisor	Management — B
☐ Encouraged spirit of inquiry, helpful	☐
☐ Willing, but did not go out of his way	☐
☐ Seemed to see student as "in the way"	☐
☐ Actively rejected student, discouraging	☐
☐ Does not apply (please comment, over)	☐

III. Is Experience Related to Major Field or Career Goals?
- ☐ Very closely, clearly illustrates topics
- ☐ Usually illustrates theory
- ☐ Seldom offers opportunity to relate
- ☐ No relationship exists
- ☐ Not applicable (please comment, over)

IV. Opportunity to Relate to Other Personnel
- ☐ Open, friendly, supportive atmosphere
- ☐ Permitted, but not encouraged
- ☐ Generally unfriendly, closely knit group
- ☐ Student kept out of group, unpleasant place
- ☐ Does not apply (please comment, over)

V. Salary in Relation to Requirements, Experience, and Academic Level
- ☐ Position paid comparably to full-time employees
- ☐ Position well paid
- ☐ Definitely underpaid for service expected
- ☐ Situation exploits students
- ☐ Does not apply (please comment, over)

VI. Does Position Live up to Description?
- ☐ Experience closely matches that offered
- ☐ Experience mostly matches that offered
- ☐ Little relationship exists
- ☐ Extremely unsatisfactory (please comment, over)

VII. My Attitude
- ☐ Showed real enthusiasm and initiative
- ☐ Willing when told to do something
- ☐ Lacked interest and initiative
- ☐ Refused all but assigned duties

VIII. I Related to Other Personnel (including Supervisor):
- ☐ Open, friendly, helpful, and informative
- ☐ Quiet and reserved
- ☐ Generally unfriendly, unhelpful, and uncommunicative
- ☐ Kept completely to myself

IX. Did I Live up to Potential?
- ☐ Eagerly sought to gain maximum from experience
- ☐ Usually tried to get the most from the experience
- ☐ Didn't do anything extra
- ☐ Did as little as possible

X. My Work Habits
- ☐ Looked for additional things to do
- ☐ Checked work, did it on time, neatly and accurately
- ☐ Regular and punctual in attendance
- ☐ Showed up for work

XI. My Technical Skills
- ☐ Were more than required
- ☐ Were adequate
- ☐ Were less than they should have been

XII. Overall Self-Rating Compared to Other Employees

Full-time Employees	Co-op Employees
☐ Above average	☐
☐ Average	☐
☐ Below average	☐

XIII. Did You Receive a Proper Job Orientation?
- ☐ Complete, accurate
- ☐ Somewhat related
- ☐ Had no meaning
- ☐ Does not apply

XIV. Was Supervisor Willing or Capable of Answering Questions?
- ☐ Helpful and informative
- ☐ Somewhat informative
- ☐ Deliberately unhelpful, uncommunicative
- ☐ Passively kept to himself
- ☐ Don't know — I did not seek much help

XV. Was the Supervisor Available When Needed for Questions, Etc.?
- ☐ Always
- ☐ Sometimes
- ☐ Hardly ever
- ☐ Never, had to seek help elsewhere

XVI. Was Supervisor Receptive to New Ideas You Might Have Had?
- ☐ Implemented suggestions
- ☐ Gave reasonable thought without implementation
- ☐ Merely paid lip service
- ☐ Did not want to hear them
- ☐ Does not apply

XVII. Your Relationship with Supervisor—His Relationship With Other Co-op's.

(You)	(Other)
☐ Above average	☐
☐ Average	☐
☐ Below Average	☐
	☐ Does not apply

OVERALL RATING: Excellent ☐ Very Good ☐ Average ☐ Marginal ☐ Unsatisfactory ☐

For the confidential use of **The Cleveland State University** only.

Signature ______________________________

Date ______________________________

Form No. 43390-9 Rev. 6/73 Cleveland, Ohio 44115

COMMENTS should relate to the checked evaluations on the front. Please number the comments for clear reference. Additional critical remarks are invited. Where the experience is quite different from that offered, your comments will be most helpful in resolving the question with the organization and may lead to the strengthening of the opportunity or to the severance of our relationship. Please remember that this evaluation serves two purposes: (1) that of helping you, in an organized manner, to consider how the chosen experience has been of benefit to you in meeting your goals, aspirations, and interests, and, (2) that of helping those students who follow you gain a better perspective of the experience in meeting their respective needs. It is of value in either instance only if you are critical and honest. Please also bear in mind that the form and its contents are confidential and remain within the University so that you may be frank.

COMMENTS: RELATING TO ITEMS I THROUGH VII AND/OR HOW THE ACTUAL EXPERIENCE DIFFERED FROM THAT OFFERED, HOW IT MIGHT BE IMPROVED, WHAT OTHER VALUES MIGHT BE GAINED BY DIFFERENT STUDENTS, AND OTHER GENERAL OBSERVATIONS.

Appendix E

Educational Publications

This is a selective listing of national and regional publications that regularly reach the leadership sector of secondary and higher education. Included are most periodicals available to high school, community college, and university educators. The inventory was compiled from directories of periodicals, bookshelves of educators, and education association indexes. Cited in each listing is current information about key publications; this information must be updated constantly as journal editors and policies change.

The inventory provides the name of the publication, sponsoring organization, current editor (if known), editorial address, frequency of publication, and circulation figures available. When the title and sponsoring organization do not indicate readership or content, a brief comment is added.

Academic Achievement. Society for Academic Achievement, W.C.U. Bldg., Quincy, IL 62301. 3/yr, circ. 5000.

Administrator's Notebook. Ed. Thorne Hacker. Midwest Administration Center, University of Chicago, 5835 Kimbark Ave., Chicago, IL 60637. Monthly (Sept.–May), circ. 3000. School superintendents, principals, and professors of educational administration.

American Education. U.S. Office of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202. 10/yr. Reflects the federal interest in education at all levels.

American School Board Journal. Ed. James Betchkal. National School Boards Association, 800 State National Bank Plaza, Evanston, IL 60201. Monthly, circ. 50,000. School superintendents and members of boards of education.

American School News. Ed. Hildyr Ettema. American School, 850 E. 58th St., Chicago, IL 60637. Quarterly, circ. 200,000.

American Secondary Education. (Ohio Association of Secondary School Principals) Ed. Charles L. Wood. College of Education, University of Akron, Akron, OH 44325. Quarterly, circ. 2000. Articles on curriculum and administration.

American Teacher. Ed. David Elsila. American Federation of Teachers, 1012 14th St., N.W., Washington, D.C. 20005. 10/yr, circ. 400,000.

American Teacher Magazine. The Editor, *American Teacher Magazine,* 716 N. Rush St., Chicago, IL 60611. Quarterly, circ. 65,000. All phases of public school education; public and private school teachers.

ATA Bulletin. American Teachers Association, 145 Ashby St., N.W., Atlanta, GA 30314. Quarterly, circ. 41,000. Readers include students of education, teachers, and special education personnel.

ATE Newsletter. Association of Teacher Educators, 1201 16th St., N.W., Washington, D.C. 20036. Bi-monthly, circ. 5500.

Canadian Education Association Newsletter. Ed. Harriet Goldsborough. Canadian Education Association, 252 Bloor St., W., Toronto 5, Ontario, Canada. 9/yr.

Catholic School Journal. The Editor, *Catholic School Journal,* Bruce Publishing Co., 400 N. Broadway, Milwaukee, WI 53201. Monthly (except July & Aug.), circ. 14,000. Reaches Catholic school administrators; teaching, curriculum, administration.

Change Magazine. Ed. George W. Bonham. NBW Tower, New Rochelle, NY 10801. Monthly, circ. 35,000.

Changing Education. Ed. David Elsila. American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005. Quarterly, circ. 400,000.

Chronicle of Higher Education. Ed. Corbin Gwaltney. Editorial Projects for Education, 1717 Massachusetts Ave., N.W., Washington, D.C. 20036. Weekly, circ. 26,000.

Clearing House. Ed. Joseph Green. Fairleigh Dickinson University, Teaneck, NJ 07666. Monthly (Sept.–May), circ. 9400. Junior and senior high school teachers; current practices and educational innovation.

College and University Journal. Ed. Robert R. Hesse. American College Public Relations Association, One Dupont Circle, Washington, D.C. 20036. Bi-monthly (during academic year), circ. 5000. Directed to university administration; articles and news sections.

College Management. McMillan Professional Magazines, 1 Fawcett Place, Greenwich, CT 06830. Monthly, circ. 23,000. Topics of interest to college executive officers.

Community and Junior College Journal. Ed. William A. Harper. American Association of Community and Junior Colleges, One Dupont Circle, Washington, D.C. 20036. Monthly, circ. 45,000. Full range of articles, features, and announcements.

Community College Review. Ed. Ken B. Segner. 310 Poe Hall, North Carolina State University, Raleigh, NC 27607. Quarterly, circ. 10,000. Seeks diverse readership among teachers, students, trustees, and public officials.

Contemporary Education. Ed. M. Dale Baughman. Reene Hall 201–204, Indiana State University, Terre Haute, IN 47809. 6/yr. Articles and sections devoted to issues in administrator and instructor problems at all levels.

Education Summary. Ed. James Bolger. Croft Educational Services, Inc., 24 Rope Ferry Road, Waterford, CT 06385. Bi-weekly, circ. 18,000. Analysis of new developments, trends, ideas, and research in education.

Education U.S.A. Ed. Rose Marie Levey. National School Public Relations Association, 1801 N. Moore St., Arlington, VA 22209. Weekly, circ. 18,000.

Educational Administration Quarterly. Ed. Don Carver. University Council for Educational Administration, 325 Education Bldg., University of Illinois, Urbana, IL 61801. 3/yr, circ. 1135.

Educational Documentation and Information. International Bureau of Education, UNESCO, Place de Fontenoy 75 Paris 7, France, Quarterly, circ. 5000.

Educational Forum. Ed. Jack R. Frymier. Ohio State University, 29 W. Woodruff Ave., Columbus, OH 43210. 4/yr, circ. 40,000. All phases of education; audience includes educators at all levels.

Educational Leadership. Association for Supervision and Curriculum Development, 1701 K St., N.W., Suite 1100, Washington, D.C. 20006. 8/yr, circ. 14,500. Supervisors, school administrators, and teachers; news of curriculum development and research.

Educational Magazine. Ed. T. J. Selvay. Education Dept. of Victoria, Publications Branch, 234 Queensberry St., Carlton, Victoria 3053, Australia. Monthly, circ. 30,000. Educational articles for teachers, Australia and overseas.

Educational Record. Ed. Clifford B. Fair. American Council on Education, One Dupont Circle, Washington, D.C. 20036. Quarterly, circ. 9500. Ideas and information of importance to contemporary higher education.

English Journal. (National Council of Teachers of English) Ed. Stephen N. Judy. P.O. Box 112, East Lansing, MI 48823. Monthly (Sept.–May), circ. 63,488. Articles, news, announcements

ERIC News. Ed. Moira B. Mathieson. Educational Resources Information Center, Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036. Monthly, circ. 3600.

Ford Foundation Letter. Ed. Richard Magat. Ford Foundation, Office of Reports, 320 E. 43rd St., New York, NY 10017.

High School Journal. Ed. Neal H. Tracy. School of Education, University of North Carolina, Chapel Hill, NC 27514. 8/yr, circ. 2700. Theory and practice in secondary education; college, high school, and foreign educators.

Independent School Bulletin. Ed. Blair McElroy. National Association of Independent Schools, 4 Liberty Square, Boston, MA 02109. Quarterly, circ. 9200.

Inside Education. Ed. Roy Neville. University of the State of New York, State Education Dept., Albany, NY 12224. Monthly (Sept.–June), circ. 27,000.

Intellect. Ed. William W. Brickman. Society for the Advancement of Education, 1860 Broadway, New York, NY 10023. Monthly (Oct.–May), circ. 8600.

Journal of Cooperative Education. (Cooperative Education Association) Ed. Edward C. Susat. University of Evansville, Box 329, Evansville IN 47702. May and Nov. Articles on cooperative and career education programs.

Journal of Higher Education. (Association for Higher Education) Ed. Robert J. Silverman. Ohio State University Press, 2070 Neil Ave., Columbus, OH 43210. Monthly (Oct.–June). Essays and book reviews.

Journal of Legal Education. (Association of American Law Schools) Ed. John E. Murray, Jr. School of Law, University of Pittsburgh, Pittsburgh, PA 15213.

NASSP Bulletin. Ed. Thomas F. Koerner. National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091. 9/yr.

National Educator. Ed. James H. Townsend. 2110 S. Pomona Ave., Fullerton CA 92632. Monthly, circ. 38,000.

NCA Today. Eds. Norman Burns and John A. Stanavage. North Central Association of Colleges and Secondary Schools, 5454 S. Shore Dr., Chicago, IL 60615. 4–6/yr, circ. 22,000.

NFA Reports. Ed. Ann T. McLaren. National Faculty Association of Community and Junior Colleges, 1201 16th St., N.W., Washington, D.C. 20036. Quarterly, circ. 10,000.

New Dimensions in Education. Ed. A. John Gillies. Ministry of Education, Mowat Block, Queen's Park, Toronto 182, Ontario, Canada. Monthly, circ. 110,000.

New York Times School Weekly. Ed. Terrence De Whurst. School and College Service, New York *Times,* 229 W. 43rd St., New York, NY 10036. Weekly (during academic year). Reprints of national news articles written by *Times* writers.

NRTA Journal. Ed. Hubert Pryor. National Retired Teachers Association, 215 Long Beach Blvd., Long Beach, CA 90802. Bi-monthly, circ. 200,000.

Scholastic Scope. Ed. Kathy Robinson. Scholastic Magazines, Inc., 50 W. 44th St., New York, NY 10036. Weekly, circ. 440,000.

School Administrator. Ed. Martha A. Gable. American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209. Monthly (except April, July, & Aug.), circ. 19,000. Reports and news items of interest to administrators at all levels.

Secondary Education Today. Ed. John Suehr. Michigan Association of Secondary School Principals, 401 S. Fourth St., University of Michigan, Ann Arbor, MI 48103. Quarterly.

Today's Catholic Teacher. Ed. Ruth A. Matheny. 2451 East River Road, Suite 200, Dayton, OH 45439. Monthly (Sept.–May), circ. 70,000.

Today's Education. Ed. Mildred S. Fenner. National Education Association, 1201 16th St., N.W., Washington, D.C. 20036. Monthly (Sept.–Mar.), circ. 1,415,000. Range of articles, reviews, news features.

United Teacher. Ed. Peter C. Boesflug. Florida Education Association, 208 W. Pensacola St., Tallahassee, FL 32304. Twice monthly, circ. 50,000.

Your Public Schools. Ed. Dorothee Brown. Washington State Office of Public Instruction, Old Capitol Bldg., Olympia, WA 98504. Monthly (except June, July, & Aug.), circ. 72,000.

Appendix F

Non-Academic Publications

This is a sampling of non-academic publications that have printed articles relating to human communication. Only a handful of the articles were written by professionals in the speech communication field. The list was compiled from information provided in *Writers Market 75; Applied Science and Technology Index; Business Periodicals Index; Standard Rate and Data Service; Consumer Magazine and Farm Publications;* and *Business Publications.* The inventory could be expanded greatly through consulting the *Gebbie House Magazine Directory,* a guide to the nation's leading house publications.

Administrative Management. Ed. Walter A. Kleinschrod. 51 Madison Ave., New York, NY 10010. Monthly, circ. 53,000. Middle and top management. Informational articles on successful business operations.

Adult Leadership. Ed. Nicholas P. Mitchell. Adult Education Association of the U.S.A., 810 18th St., N.W., Washington, D.C. 20006. 10/yr, circ. 5500. Articles on adult education, community development, leadership training.

American Paper Industry. Paper Industry Management Association, 2570 Devon Ave., Des Plaines, IL 60018. Monthly, circ. 11,000.

Army Magazine. Ed. L. James Binder. 1529 18th St., N.W., Washington, D.C. 20036. Monthly, circ. 90,000. For active military, reserves, retired military, defense-oriented industry and government personnel.

Association Management. Ed. Kenneth W. Medley. American Society of Association Executives, 1101 16th St., N.W., Washington, D.C. 20036. Monthly, circ. 5700. Information for association executives on staff delegation, communications, and group dynamics.

Banking. Ed. Henry Waddell. American Bankers Association, 350 Broadway, New York, NY 10013. Monthly, circ. 43,000.

Boardroom Reports. Ed. Stanley Zarowin. 11 W. 43rd St., New York, NY 10036. Bi-weekly, circ. 30,000. Purpose is to keep decision makers informed on the range of executive responsibilities.

Business World. Ed. Gretchen Mirrielees. University Communications, Inc., P.O. Box 1234, Rahway, NJ 07065. 2/yr, circ. 350,000. For graduating students (undergraduate and graduate). Practical information for making the transition from campus to business.

Catholic Digest. Ed. Fr. Kenneth Ryan. P.O. Box 3090, St. Paul, MN 55165. Monthly, circ. 500,000. Science, health, education, and travel, plus articles on current religious developments.

Changing Times. Ed. Robert W. Harvey. Kiplinger Service for Families, 1729 H. St., N.W., Washington, D.C. 20006. Monthly, circ. 1,500,000. Articles on personal finance, family management, and personal advancement.

Church Administration. Ed. George Clark. 127 Ninth Ave., N., Nashville, TN 37234. Monthly. Church administration, programming, organizing and staffing, administrative skills, communication, pastoral ministries, and community needs.

Church Management. Ed. Norman L. Hershey. 115 N. Main St., Mt. Holly, NC 28120. Monthly, circ. 8800. Articles dealing with church administration, homiletics, promotional ideas, etc.

Commentary. Ed. Norman Podhoretz. 165 E. 56th St., New York, NY 10022. Monthly, circ. 60,000. Essays on political, social, theological, and cultural themes.

Consulting Engineer. Ed. A. M. Steinmetz. 217 Wayne St., St. Joseph, MI 49085. Monthly, circ. 20,000. Emphasizes client and public relations.

Dental Economics. Ed. Richard L. Henn Jr. *Dental Economics,* Box 1260, Tulsa, OK 74101. Monthly, circ. 97,000. Practice, administration, and business management.

Dun's Review. Ed. Ray Brady. Dun and Bradstreet Publications, 666 Fifth Ave., New York, NY 10019. Monthly, circ. 215,000. Trends and developments in management, finance, marketing, technology.

Electrical World. Ed. W. C. Hayes. McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020. Semi-monthly, circ. 31,000. Reaches personnel of the electrical utility industry.

Financial Executive. Ed. George Hobgood. Financial Executive Institute Inc., 633 Third Ave., New York, NY 10017. Circ. 17,000. For corporate executives responsible for financial management of their companies.

Forbes. Ed. Malcolm S. Forbes. 60 Fifth Ave., New York, NY 10011. Semi-monthly, circ. 630,000. Top management in business and industry.

Foreign Service Journal. Ed. Shirley R. Newhall. 2101 E. St., N.W., Washington, D.C. 20037. Monthly. International relations, internal problems of the State Department and Foreign Service, informative material on other nations.

Fund Raising Management. Ed. Henry Hoke, Jr. Hoke Communications Inc., 224 Seventh St., Garden City, NJ 11530. 6/yr, circ. 15,000. Fund raising executives in non-profit institutions.

Grocery Communications. Ed. Connie O'Kelly. 436 W. Colorado St., Glendale, CA 91204. Monthly, circ. 36,000. Food retailers in the eleven western states.

Hillsdale Report. Ed. Beth A. Herbener. College Relations Division, Hillsdale, MI 49242. 10/yr, circ. 3000. Middle management; active in community affairs and volunteer work.

Hospital Physician. Ed. John B. Middleston. 550 Kinderkamack Rd., Oradell, NJ 07649. Monthly, circ. 72,000. Practical advice on personal relationships with patients and the public.

Hotel and Motel Management. Ed. Robert C. Freeman. 845 Chicago Ave., Evanston, IL 60202. Monthly, circ. 28,000. Owners, executives, professional managers, and sales personnel.

Human Behavior. Ed. Marshall Lumsden. 12031 Wilshire Blvd., Los Angeles, CA 90025. Monthly, circ. 100,000. College educated audience, interested in social and behavioral sciences.

Industrial Marketing. Ed. George Young. Crain Communications, Inc., 740 N. Rush St., Chicago, IL 60611. Monthly, circ. 25,000. Marketing research, sales management, advertising, and public relations.

Industry Week. Ed. Stanley J. Modic. Penton Publishing Company, Penton Plaza, 1111 Chester Ave., Cleveland, OH 44115. Weekly, circ. 175,000. Designed to aid industrial managers in improving productivity, motivating people, and increasing profitability.

Iron Age. Chilton Co., Chilton Way, Radnor, PA 19089. Weekly, circ. 106,000. Management of metalworking industries.

Journal of Accountancy. Ed. William O. Doherty. American Institute of Certified Public Accountants, 666 Fifth Ave., New York, NY 10019. Monthly, circ. 165,000.

Journal of Association for Systems Management. Ed. William Ripley. 24587 Bagley Rd., Cleveland, OH 44138. Monthly. For systems and procedures and administrative people.

Journal of Marketing. Ed. Edward W. Cundiff. American Marketing Association, 222 S. Riverside Plaza, Chicago, IL 60606. Quarterly, circ. 23,000. Sales directors responsible for marketing strategy, marketing research, and advertising planning.

Kiwanis Magazine. Ed. David B. Williams. 101 E. Erie St., Chicago, IL 60611. 10/yr. Articles about social and civic betterment, business, education, religion, domestic affairs, and contemporary problems.

Management Review. Ed. Kristin Anundsen. American Management Association, Inc., Saranac Lake, NY 12983. Monthly, circ. 64,639. Articles of general interest to executives in business and industry.

Manpower. Ed. Ellis Rottman. Department of Labor, PH 10414, Washington, D.C. 20213. Monthly, circ. 30,000. Government and private efforts to solve manpower, training, and education problems, especially among the disadvantaged.

Marketing Times. Ed. Robert Arnold. Sales and Marketing Executives International, 630 Third Ave., New York, NY 10017. Bi-monthly. Articles on sales management, personal selling, sales training, sales promotion, and advertising.

Parents' Magazine. Ed. Genevieve Millet Landau. 52 Vanderbilt Ave., New York, NY 10017. Monthly, circ. 2,150,000. Professional insights into family and marriage relationships; reports of trends and significant research findings in education and in mental and physical health.

Personnel Administrator. Ed. Samuel A. Jaeger. American Society for Personnel Administration, 19 Church St., Berea, OH 44017. 8/yr, circ. 13,000. Reports developments, trends, innovations, and opinions in the fields of recruitment, motivation, employer relations, labor relations, and communications.

Personnel Journal. Ed. Arthur C. Croft. The Personnel Journal, Inc., 150 Pico Blvd., Santa Monica, CA 90405. Monthly, circ. 14,000. New ideas or comments on current practices or review of research in industrial relations and personnel management.

Practical Lawyer. Ed. Paul A. Wolkin. Joint Committee on Continuing Legal Education of the American Law Institute and the American Bar Association, 4025 Chestnut St., Philadelphia, PA 19104. 8/yr, circ. 19,000. Seeks practical methods of dealing with problems lawyers encounter from day-to-day; advice on trial and pretrial work, attorney-client relations, etc.

Professional Engineer. Ed. John T. Kane, 2029 K St., N.W., Washington, D.C. 20006. Monthly, circ. 75,000. Nontechnical articles of interest to the engineering profession.

Psychology Today. Articles Editor, 317 14th St., Del Mar, CA 92014. Monthly. Social scientists and nonspecialist laymen concerned with accurate and readable information about society and behavior.

Physician's Management. Ed. Gene Balliett. 757 Third Ave., New York, NY 10017. Monthly, circ. 200,000. Office management, investing, personal finances, socioeconomic news, and personnel administration.

Public Relations Journal. Ed. Leo J. Northart. Public Relations Society of America, 845 Third Ave., New York, NY 10022. Monthly, circ. 11,000. Articles dealing with management and communications problems as well as successful solutions to such problems.

Saturday Review/World. Ed. Norman Cousins. 488 Madison Ave., New York, NY 10022. Bi-weekly, circ. 550,000.

Science Digest. Ed. Richard F. Dempewolff. 224 W. 57th St., New York, NY 10019. Monthly, circ. 160,000. News, trends, and developments in all disciplines.

Specialty Salesman and Franchise Opportunities Magazine. Ed. Jane Bjoraus. Communication Channels, Inc., 307 N. Michigan Ave., Chicago, IL 60601. Monthly. Articles designed to help recipients succeed in business, emphasizing modern sales training methods and self-motivation.

Supervisory Management. Ed. Thomasine Rendero. American Management Association, 135 W. 50th St., New York, NY 10020. Monthly, circ. 33,000. Articles directed to professional managers.

Talent. International Platform Association, 2564 Berkshire Rd., Cleveland, OH 44106. Quarterly. Articles and news about lectures and lecturing.

Trial. Ed. Richard S. Jacobson. The Association of Trial Lawyers of America, 20 Garden St., Cambridge, MA 02138. Bi-monthly, circ. 64,000. Informative articles on questions of legal practice.

Volunteers. Ed. Curtis W. Kelley. 327 Park Ave., Wilmette IL 60091. Monthly. Content on improving the quality of organization leadership.

Appendix G

A Survey Investigation of Trends and Issues in Speech Communication Ph.D. Programs

*Ronald E. Bassett and Robert C. Jeffrey**

The study investigated the attitudes of chairpersons of doctorate-granting departments about future areas of graduate concentration. Additionally, information about non-academic employment was gathered in order to offer some direction to department administrators concerned with future Ph.D. graduate placement.

The investigators used the 1973–74 SCA *Directory of Graduate Programs* to identify departments awarding the Ph.D. in speech communication. Departments offering doctoral work primarily or exclusively in speech pathology and/or theatre were excluded, leaving a total of forty-seven departments which were included in the survey. Thirty-six questionnaires were returned, yielding a return rate of 77 percent; all but three of the returned questionnaires were usable.

Conclusions that appear to be most pertinent to the focus of this book are:

1. In the period 1972–74, placement of speech communication Ph.D. graduates in non-academic positions accounted for less than 12 percent of the positions obtained by the total number of Ph.D. graduates in this time period.

2. A consistent pattern in the types of non-academic positions secured by Ph.D. graduates in speech communication was not revealed. Thirty-three different non-academic positions were identified.

3. One-half of the chairpersons responding in the survey indicated their departments are attempting to establish relationships with non-academic institutions to facilitate placement of Ph.D. graduates. Furthermore, they overwhelmingly consider business, industry, and government as the most likely markets for the Ph.D. surplus.

4. Approximately one-half of the survey respondents indicated their departments' Ph.D. programs were undergoing change, with a substantial number reporting organizational communication as an area to be added or to receive additional emphasis.

5. There is no positive correlation between areas predicted to be most in demand in 1980 and number of Ph.D. students currently concentrating in those areas.

---

* Paper presented at the Seminar on Career Trends in Communication, Council of Communication Societies, Washington, D.C., June 27, 1975.

6. While versatility, the ability through academic training and experience to work in a variety of settings or teach in a variety of academic areas, is believed to be the strongest asset for placement, proven teaching and research ability were frequently cited as critical competencies.

Selected Annotated Bibliography

Higher Education: Content and Trends

Carnegie Commission on Higher Education. *Priorities for Action: Final Report of the Carnegie Commission on Higher Education.* New York: McGraw-Hill Book Company, 1973. [ED 088 398]

Cheit, Earl J. *The New Depression in Higher Education.* New York: McGraw-Hill Book Company, 1971. [ED 088 402] A study for the Carnegie Commission of financial conditions at 41 colleges and universities.

"The Coming Shakeout in Higher Education." *Forbes* (September 15, 1974): 37–52. Describes financial crisis in higher education; provides statistical profile of 45 representative institutions.

Henderson, Algo D., and Jean Glidden Henderson. *Higher Education in America.* San Francisco: Jossey-Bass Publishers, 1974. Emphasizes long-run trends in higher education.

Kaysen, Carl, ed. *Content and Context: Essays on College Education.* New York: McGraw-Hill Book Company, 1973. [ED 088 338] A sponsored research study on instructional content for the Carnegie Commission.

Kidd, Charles V. "Graduate Education: The New Debate." *Change* 6 (May 1974): 43–50. Financial aspects of trends in graduate education.

Leslie, Larry L., and Howard F. Miller, Jr. *Higher Education and the Steady State.* ERIC/Higher Education Research Report No. 4. Washington, D.C.: American Association for Higher Education, 1974. [ED 091 965]

Mayhew, Lewis B. *The Carnegie Commission on Higher Education.* San Francisco: Jossey-Bass Publishers, 1973. [ED 090 878] A critical analysis of the reports and recommendations of the Carnegie Commission.

Mayhew, Lewis B., ed. *Higher Education in the Revolutionary Decades.* Berkeley, Calif.: McCutchan Publishing Corporation, 1967. Thirty-four articles dealing with educational trends since World War II.

McBath, James H. "Beyond Carnegie: Other Inquiries into Graduate Education." *Bulletin of the Association of Departments and Administrators in Speech Communication* 9 (August 1974) : 2–7. Examines work of Newman Task Force National Board on Graduate Education, and Panel on Alternate Approaches to Graduate Education.

McDonald, Donald. "A Six Million Dollar Misunderstanding." *The Center Magazine* 6 (September/October 1973) : 32–52. A criticism of the work of the Carnegie Commission.

National Board on Graduate Education. *Federal Policy Alternatives toward Graduate Education.* Washington, D.C.: National Board on Graduate Education, 1974. [ED 089 599] Sets forth NBGE's view of the federal interest in graduate education and contains recommendations for action.

National Board on Graduate Education. *Graduate Education: Purposes, Problems and Potential.* Washington, D.C.: National Board on Graduate Education, 1972. [ED 070 413] A key policy document of the NBGE, chaired by David Henry.

Panel on Alternate Approaches to Graduate Education. *Scholarship for Society.* Princeton, N.J.: Educational Testing Service, 1973. A major statement on future directions for graduate education. The project was sponsored by the Council of Graduate Schools and the Graduate Record Examinations Board.

U.S. Department of Health, Education, and Welfare. *Report on Higher Education.* Washington, D.C.: U.S. Government Printing Office, 1971. [ED 049 718] Final report of the Newman Task Force.

Market for Graduates

Boneau, Alan. "On Growing Wiser: Learning from the Employment Problems of Other Disciplines." *The American Psychologist* 27 (May 1972) : 367–370. Stresses the need for "Ph.D. preparation in psychology to be less rigorously specialized, more problem oriented with an emphasis on real-life problems" if psychology is to meet the requirements of the future.

Carnegie Commission on Higher Education. *College Graduates and Jobs: Adjusting to a New Labor Market Situation.* New York: McGraw-Hill Book Company, 1973.

Cartter, Allan M. "Scientific Manpower for 1970-1985." *Science* 172 (April 9, 1971) : 132–140. Traces from the cause (recession of the early 1970s) to the effect (re-evaluation, particularly in the hard sciences, of demand versus supply of Ph.D.'s necessary to maintain quality academic programs).

Commission on Human Resources and Advanced Education. *Human Resources and Higher Education.* Staff Report. New York: Russell Sage Foundation, 1970. Comprehensive assessment of clientele and market for higher education.

DeWitt, Laurence B., and A. Dale Tussing. *The Supply and Demand for Graduates of Higher Education: 1970–1980.* ERPC Research Report RR-8. Syracuse, N.Y.: Educational Policy Research Center, 1971.

Freeman, Richard B., and David W. Breneman. *Forecasting the Ph.D. Labor Market: Pitfalls for Policy.* A Technical Report presented to the National Board on Graduate Education. Technical Report No. 2. Washington, D.C.: National Academy of Sciences, 1974. [ED 089 648]

Gordon, Margaret S., ed. *Higher Education and the Labor Market.* New York: McGraw-Hill Book Company, 1974. This is a comprehensive study of the academic labor market sponsored by the Carnegie Commission.

National Academy of Sciences. *Doctorate Manpower Forecasts and Policy.* A report with recommendations of the National Board on Graduate Education. Board Report No. 2. Washington, D.C.: National Academy of Sciences, 1973. [ED 084 983]

National Science Foundation. *Projections of Science and Engineering Doctorate Supply and Utilization 1980 and 1985.* NSF 75-301. Washington, D.C.: U.S. Government Printing Office, 1975. NSF's latest projection analysis of doctorate supply and ultilization in engineering and science, including the social sciences.

O'Toole, James. "The Reserve Army of the Underemployed." *Change* 7 (May 1975): 26–33, 63; and 7 (June 1975): 26–33, 60–63. Social implications of the widening gap between production of educated workers and availability of good jobs.

Richmond, Virginia P., and John A. Daly. "Extension Education: An Almost Inexhaustible Job Market for Communication Graduates." *Bulletin of the Association of Departments and Administrators in Speech Communication* 11 (January 1975): 6–8.

Wolfle, Dael, and Charles V. Kidd. "The Future Market for Ph.D.'s." *Science* 173 (August 27, 1971): 784–793. Deals with projections for utilization of Ph.D.'s in job market in 1970s-80s. Suggests various ways to control output of numbers of graduate students.

New Forms and Clienteles

Anderson, G. Lester. *Trends in Education for the Professions.* ERIC/Higher Education Research Report No. 7. Washington, D.C.: American Association for Higher Education, 1974.

Boyer, Ernest L., and George C. Keller. "The Big Move to Non-Campus Colleges." *Saturday Review* (July 17, 1971):46–49, 58.

Carnegie Commission on Higher Education. *Less Time, More Options: Education Beyond the High School.* New York: McGraw-Hill Book Company, 1971. [ED 088 355] Examines and makes recommendations about the general flow of students into and through the formal structure of higher education.

Carnegie Commission on Higher Education. *Toward a Learning Society: Alternative Channels to Life, Work, and Service.* New York: McGraw-Hill Book Company, 1973. [ED 088 373] This report studies the potential of postsecondary education.

Commission on Non-Traditional Study. *Diversity By Design.* San Francisco: Jossey-Bass Publishers, 1973. [ED 094 109] Final report of the Commission with recommendations covering the entire range of non-traditional programs in higher education.

Cross, K. Patricia. "Serving the New Clientele for Post-Secondary Education." *North Central Association Quarterly* 48 (Fall 1973) : 255–261. Deals with the challenges of educating the "new student" who would not normally be a student in a traditional academic environment. Discusses changes necessary to develop programs for these people.

Cross, K. Patricia, John R. Valley, and Associates. *Planning Non-Traditional Programs.* San Francisco: Jossey-Bass Publishers, 1974. A major publication of the Commission on Non-Traditional Study.

Gould, Samuel B., and K. Patricia Cross, eds. *Explorations in Non-Traditional Study.* San Francisco: Jossey-Bass Publishers, 1972. A publication of the Commission on Non-Traditional Study.

Illich, Ivan. *De-Schooling Society.* New York· Harper and Row, 1970. [ED 061 729] Provocative and controversial call for reform in the entire schooling system.

Jerome, Judson. "The Living-Learning Community." *Change* 3 (September 1971) : 46–55.

Panel on Youth of the President's Science Advisory Committee. *Youth: Transition to Adulthood.* Chicago: University of Chicago Press, 1973. [ED 085 303] Focuses on the period of transition from childhood to adulthood (ages 14-24) and on the institutions—primarily school—where that transition takes place.

Sagen, H. Bradley. "The Professions: A Neglected Model for Undergraduate Education." *Liberal Education* 59 (December 1973) : 507–519. Suggests that current models of undergraduate education fail to confront issues of current concern to students and society. Recommends a professional model of undergraduate education to strengthen the ability of graduates to play more meaningful roles.

Vermilye, Dyckman W., ed. *Lifelong Learners—A New Clientele for Higher Education.* San Francisco: Jossey-Bass Publishers, 1974. Essays drawn from a conference sponsored by the American Association on Higher Education.

Career Education

The American Society for Public Administration and the National Association of Schools of Public Affairs and Administration. "The Policy Internship Program." Washington, D.C.: The National Association of Schools of Public Affairs and Administration, 1973.

Bailey, Stephen K. "Career Education and Higher Education." *Educational Record* 54 (Fall 1973) :255–259. Examines higher education's attitude toward career education trends and suggests how various kinds of institutions can respond to these trends.

Berger, Harriet. "Cooperative Education for Liberal Arts Disciplines." *Journal of Cooperative Education* 9 (May 1973) : 61–67.

Davis, James R. "Cooperative Education: Prospects and Pitfalls." *Journal of Higher Education* 42 (February 1971) : 139–146.

Downs, Cal W. "Internships in Organizational Communication." *Bulletin of the Association of Departments and Administrators in Speech Communication* 12 (April 1975) : 30–32.

Draper, Edgar D. "Higher Education over the next Decade—The Role of Cooperative Education." *Journal of Cooperative Education* 10 (November 1973) : 7-14.

Galvin, Kathleen, and John Muchmore. "Career Education: A Challenge." *Central States Speech Journal* 23 (Spring 1972) : 61–63. The authors define career education, argue that speech communication educators must become involved in it, and suggest several strategies for doing so.

Gartrell, Richard B. "Impact Survey of Career Education on Communication Curriculum within the Thirteen State Region of the CSSA." Unpublished paper, Doane College, Crete, Nebraska, 1974. [ED 099 950]

Gore, George J. "The Value of Co-op as the Graduate Views It." *Journal of Cooperative Education* 9 (May 1973) : 53–59.

Hennessey, Bernard C. *Political Internships: Theory, Practice, Evaluation*. University Park: Pennsylvania State University, 1970. [ED 081 300]

Knowles, Asa, and Associates. *Handbook of Cooperative Education*. San Francisco: Jossey-Bass Publishers, 1971.

Kuhlman, Charles. "Internship Concepts and Applications: A Report to the Center for Urban Affairs." Bloomington: Indiana University, 1971.

Marland, Sidney P., Jr. *Career Education: A Proposal for Reform*. New York: McGraw-Hill Book Company, 1974. Dr. Marland served as United States Commissioner of Education from 1970 to 1972, and as Assistant Secretary for Education during 1972-73. This book is a comprehensive discussion of career education by its most influential proponent.

McClure, Larry, and Carolyn Buan, eds. *Essays on Career Education*. Portland, Ore.: Northwest Regional Educational Laboratory, 1973. [ED 074 220] Twenty-three essays by a distinguished panel of critics charged by the U.S. Office of Education with evaluating the future of career education.

Murphy, Thomas P. *Government Management Internships and Executive Development*. Lexington, Mass.: Heath and Company, 1973.

Newell, Clarence A. *Handbook for the Development of Internship Programs in Educational Administration.* New York: Cooperative Program in Educational Administration, Middle Atlantic Region, Teachers College, Columbia University, 1952.

Noblett, W. Roy. "The Survival of Higher Education." *Change* 4 (May 1972): 44–47. Argues that higher education must become more responsible both socially and personally than it has been in the past.

Piersol, Darrell T. "Non-Academic Careers for Speech Communication Majors." *Bulletin of the Association of Departments and Administrators in Speech Communication* 1 (October 1972): 3–6. Discusses the findings of an SCA committee appointed "to take a look at career opportunities for speech majors outside of the traditional academic career paths."

Piersol, Darrell T. "Responsibility for Career Training." *Bulletin of the Association of Departments and Administrators in Speech Communication* 6 (January 1974): 22–24. A strong statement on the need for and the desirability of speech communication departments adopting a career-oriented approach to communication education.

Proceedings of the Conferences on Career Education. Princeton, N.J.: Educational Testing Service, 1972. Papers presented at conferences sponsored by ETS in Beverly Hills and Washington in May 1972.

Sanborn, George H. "Business Internships." *Bulletin of the Association of Departments and Administrators in Speech Communication* 12 (April 1975): 23–25.

Sigmon, Robert L. "Service Learning Internships: How to Realize Possibilities and Make the Most of Them." Raleigh: North Carolina Internship Office, 1971.

Ungerer, Richard, ed. *Directory of Public Service Internship Opportunities for Graduates, Post-Graduates, and Mid-Career Professionals.* Washington, D.C.: National Center for Public Service Internship Programs, 1974.

U.S. Department of Housing and Urban Development. *A HUD Handbook: Urban Intern Training.* Washington, D.C.: Department of Housing and Urban Development, 1970. [ED 065 716]

Wilson, Robert W. *Public Service Internship News.* Washington, D.C.: National Center for Public Service Internship Programs, July-August 1973.

Wolvin, Andrew D., and Kathleen M. Jamieson. "The Internship in Speech Communication: An Alternative Instructional Strategy." *Today's Speech* 22 (Fall 1974): 3–10. Describes the development of internship programs in speech communication. Draws upon experiences from other disciplines and from an internship program at the University of Maryland.

Wooldridge, Roy L. "Cooperative Education Today: A Reassessment." *Journal of Cooperative Education* 9 (May 1973): 19–24.

Zauderer, Donald G. *Urban Internships in Higher Education.* ERIC/ Higher Education Research Report No. 9. Washington, D.C.: American Association of Higher Education, 1973. Discusses a variety of problems in university-based urban internships, discusses key issues related to the development and administration of such programs, and suggests some alternative approaches to the structure and design of urban internship programs.

Non-Academic Communication Needs

Alpander, Guveng G. "Planning Management Training Programs for Organizational Development." *Personnel Journal* 53 (January 1974) : 15–25.

Bennett, James C. "The Communication Needs of Business Executives." *Journal of Business Communication* 8 (Spring 1970) :5–11.

Bucher, Rue, ed. *Sociology of Work and Occupations.* Beverly Hills, Calif.: Sage Publications. A quarterly journal devoted to sound empirical analysis of problems and policy decisions relevant to the sociology of work and occupations.

Corson, John J., and R. Shale Paul. *Men Near the Top.* Baltimore, Md.: Johns Hopkins Press, 1966. Capabilities and skills of some 5,000 people who hold key civilian posts in the federal services.

Dubin, Samuel S., Everett Alderman, and H. Leroy Marlow. *Survey Report of Managerial and Supervisory Educational Needs of Business and Industry in Pennsylvania.* University Park: Pennsylvania State University, Department of Continuing Education, 1967. The full report is available from University Microfilms, Ann Arbor, Michigan.

Erickson, Eugene C., and Gerald M. Phillips. "A Public Leader's Reaction to Communication Curricula." *Today's Speech* 14 (April 1966) : 32–38, 41–43.

The Graduate: A Handbook for Leaving School. Knoxville, Tenn.: Approach 13-30 Corporation (Published yearly). Offers useful data and prescriptive advice for the job-hunting college graduate.

Hall, Robert N. "Seeking Employment: Placement, Letters, Interviews." *The Speech Teacher* 17 (January 1968) : 71–74.

Hartranft, Stephen R. "A Survey of Speech-Communication Training Needs and Practices within the 100 Largest Corporations in the United States." Master's thesis, Bowing Green State University, 1965.

Homan, Diane R. "Ombudsman and Speech Communication: A View from the Field." *Today's Speech* 21 (Summer 1973) : 17–22. This essay illustrates some of the day-to-day tasks that an ombudsman performs and notes the centrality of speech communication to the resolution of those tasks.

Orange, Linwood E. *English: The Pre-Professional Major.* Second Edition. Revised. New York: The Modern Language Association of America, 1973. [ED 064 276] An excellent pamphlet which supplies much useful data on the non-academic career relevance of an English degree which is equally applicable to the speech communication degree.

Pell, Arthur R. *The College Graduate Guide to Job Finding.* New York: Simon and Schuster, 1973. [ED 094 233]

Simonds, Rollin H. "Skills Businessmen Use Most." *Nation's Business* 48 (November 1960) : 88–92.

Special Task Force to the Secretary of Health, Education, and Welfare. *Work in America.* Cambridge, Mass.: MIT Press, 1972. [ED 070 738]

Taylor, K. Philip, and Raymond W. Buchanan. "Vocational Marketability of Communication Competencies." *Southern Speech Communication Journal* 38 (Spring 1973) : 285–291. A survey of businesses and governmental agencies reports that a widespread awareness of communication problems exists within industry. There is only minimal interest, however, in employing personnel specifically trained to deal with these communication problems.

Toombs, William. *The Comm-Bacc Study: Post Baccalaureate Activities of Degree Recipients from Pennsylvania Institutions, 1971-1972.* Report No. 23. University Park: Pennsylvania State University, Center for the Study of Higher Education, 1973. [ED 082 604] Data rich study; especially demonstrates the degree to which graduates found employment relevant to their particular degrees.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Handbook, 1974-75 Edition.* Washington, D.C.: U.S. Government Printing Office, 1974. [ED 092 756] Standard reference for vocational guidance, providing encyclopedic information on more than 800 occupations and 30 major industries.

Work, William. "Employment Opportunities in Speech: Fact and Prophecy." *Central States Speech Journal* 18 (February 1967) : 19–23.

Zacharis, John C. *Your Future in the New World of Communications.* New York: Richards Rosen Press, 1975. Categorizes a number of career roles for communication specialists plus ten career areas for which communication training is a necessary requisite.

Speech Communication Planning

Arnold, William E. "Career Placement in Speech Communication." *Bulletin of the Association for Communication Administration* 13 (August 1975) : 3–16. Reports the career placement policies and experiences of undergraduate and graduate departments.

Gow, John E. "'Public Speaking' or 'Communication': Comprehensive Change in the Speech Curriculum." *Today's Speech* 20 (Fall 1972) : 21–24. Provides a variety of answers to the question, "What is the better B.A. program for the student at the undergraduate level—specialization in one field only or a core of courses with opportunity for an area of emphasis?"

Jeffrey, Robert C., and William Work, eds. *Long Range Goals and Priorities in Speech Communication.* Proceedings of the Speech Communication Association Summer Conference IX. New York: Speech Communication Association, 1973.

Kennicott, Patrick Curtis, and L. David Schuelke, eds. *Career Communication: Directions for the Seventies.* Proceedings of the Speech Communication Association Summer Conference VIII. New York: Speech Communication Association, 1972.

Kibler, Robert J., and Larry L. Barker, eds. *Conceptual Frontiers in Speech Communication.* New York: Speech Communication Association, 1969. [ED 079 795] Report of the New Orleans Conference on Research and Instructional Development.

Kramish, Leonard. "Counselors' Attitudes toward Scheduling Students into Speech Communication Courses at the High School Level." *The Speech Teacher* 19 (November 1970) : 262–267.

McBath, James H., ed. *Forensics as Communication: The Argumentative Perspective.* Skokie, Ill.: National Textbook Company, 1975. Report of the National Developmental Conference on Forensics.

McBath, James H. "Graduate Education in Speech Communication." *The Speech Teacher* 19 (January 1970) : 21–25.

Newcombe, P. Judson, and R. R. Allen, eds. *New Horizons for Teacher Education in Speech Communication.* Skokie, Ill.: National Textbook Company, 1974. Report of the Memphis Conference of Teacher Educators.

Reid, Loren. "The Status and Strengths of the Profession." *Central States Speech Journal* 24 (Summer 1973) : 102–107.

Swart, J. Carroll. "Graduate Study for the Public Address Major: A Survey and Report." *The Speech Teacher* 14 (November 1965) : 319–322. Surveys 300 chairmen of departments of speech to determine if they would recommend business administration and economics as cognate areas of study for graduate speech majors planning a career in industry.

Williams, Kenneth R. ". . . But What Can I *Do* with a Major in General Speech?" *Western Speech* 35 (Spring 1971) : 124–129. Argues that speech communication departments should develop pre-professional programs and provides a detailed example of one such program.

Technology and Futures

Ashby, Eric. *Adapting Universities to a Technological Society.* San Francisco: Jossey-Bass Publishers, 1974.

Bagdikian, Ben H. *The Information Machines: Their Impact on Men and the Media.* New York: Harper & Row, 1971. [ED 058 713]

Baier, Kurt, and Nicholas Rescher, eds. *Values and the Future: The Impact of Technological Change on American Values.* New York: The Free Press, 1969. [ED 055 945]

Bell, Daniel, ed. *Toward the Year 2000: Work in Progress.* Boston: Houghton Mifflin Company, 1968. Reports work of the Commission on the Year 2000, established by the American Academy of Arts and Sciences.

Carnegie Commission on Higher Education. *The Fourth Revolution: Instructional Technology in Higher Education.* New York: McGraw-Hill Book Company, 1972.

Doyle, Frank J., and Daniel Z. Goodwill. *An Exploration of the Future in Educational Technology.* Montreal: Bell Canada, 1971. Reports a Delphi study, concluding with implications for education.

Gabor Dennis. *Innovations: Scientific, Technological, and Social.* London: Oxford University Press, 1970. A compact inventory of probable inventions and innovations.

Gerbner, George, Larry P. Gross, and William H. Melody. *Communications Technology and Social Policy: Understanding the New "Cultural Revolution."* New York: John Wiley & Sons, 1973. A collection of original contributions that focus on the social and cultural implications of communications technology.

Jungk, Robert, and Johan Galtung, eds. *Mankind 2000.* London: Allen & Unwin, 1969. Proceedings of the first International Futures Research Conference held in Oslo in 1967.

Marien, Michael, and Warren L. Ziegler, eds. *The Potential of Educational Futures.* Belmont, Calif.: Wadsworth Publishing Company, 1972. A collection of essays providing a futures perspective on educational planning; sponsored by the National Society for the Study of Education.

Muller, Herbert J. *Uses of the Future.* Bloomington: Indiana University Press, 1974. A humanist speculates about technological change and human values.

The 1985 Committee of the National Conference of Professors of Educational Administration. *Educational Futurism 1985.* Berkeley, Calif.: McCutchan Publishing Corporation, 1971. Seven educational administrators discuss likely challenges to higher education.

Schuster, Richard P., ed. *The Next Ninety Years.* Pasadena: California Institute of Technology, 1968. Proceedings of a conference held at the California Institute of Technology in March 1967.

Shane, Harold G. *The Educational Significance of the Future.* Bloomington, Ind.: Phi Delta Kappa, Inc., 1972. [ED 080 412]

Shane, Harold G. "Looking to the Future: Reassessment of Educational Issues of the 1970's." *Phi Delta Kappan* 54 (January 1973): 326–337.